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ABSTRACT

Information, plans, and activities are provided for educators' use in helping students develop the skills and strategies needed to prepare for careers. Suggestions are offered at levels for elementary through secondary school covering topics from career awareness and exploration through job skills and job search strategies. Fourteen new lesson plans, added since the previous edition, cover subjects in areas of career planning, decision making, job-seeking skills, work values, cost of working, career days, and networking. Several new activities are provided for self-assessment, career exploration, education and training, and job search sections. Additional resources added include "Parents are Partners," publications, publishers, and resources on the Internet. The "National Career Development Guidelines" and information concerning workshops for school personnel to support school and classroom use of the "Career Choices" tabloid and the "User's/Resource Guide" are included. (EMK)

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ED 426 321

Career Development Resource Guide and User's Guide for "Career Choices In North Carolina"

1998-1999

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State Occupational Information Coordinating Committee

October, 1998

Dear Colleagues,

Enclosed you will find the new and updated pages of the User's Guide for "Career Choices in North Carolina." Please add these to last year's Guide and discard only the pages we have replaced. Although we are no longer publishing the User's Guide in its entirety, complete Guides will be available at the regional Career Choices Workshops this fall.

This year we have added lesson plans, and activities to the Self-Assessment section. The *Career Key,* by Lawrence K. Jones, Ph.D., has been revised and is included for your use. This interest inventory may be duplicated for use with your students. You will also notice updated materials, including the Resource Section (V).

Our special thanks to Barbara Sherrick, IEC at Sanderson High School in Raleigh, for her contributions to this year's Guide. Many thanks to you, too, for your suggestions and evaluations of both *Career Choices in North Carolina* and the *User's Guide.* We appreciate your comments and count on receiving your suggestions, so we can better meet the needs of your programs and your students.

Be sure to visit our "new" home page (http://www.soicc.state.nc.us/soicc/)! You will find selections from these publications, including the Career Briefs, a listing of all our resources, training schedules, and a new Daily News feature. We look forward to hearing from you.

Sincerely,

Nancy H. MacCormac
Executive Director

Barbara M. Efird
Author, User's Guide

Barbara Sherrick
Author, User's Guide

Community College System
Division of Employment and Training

Department of Commerce
Employment Security Commission
University of North Carolina

Department of Public Instruction
Vocational Rehabilitation Services

FALL WORKSHOP REGISTRATIONS

Using "Career Choices" Tabloid and User's Guide, School Version

Regional half-day workshops for school personnel to support school and classroom use of the "Career Choices" tabloid and User's/Resource Guide. The workshops are designed primarily for high and middle school counselors and IECs, and school teams of counselors, IECs and teachers. Workshops are scheduled from 9:00- 12:00. There is no registration fee.

Workshop Date	Location	Registration Deadline
October 23	Employment Security Commission 700 Wade Avenue, Raleigh	October 9
November 5	Guilford County Schools 120 Franklin Street, Greensboro	October 22
November 6	Cumberland County Schools Education Resource Ctr., Fayetteville	October 23
November 19	Charlotte-Mecklenburg Schools Education Center, Charlotte	November 5
November 20	Martin Community College Williamston	November 5
December 3	Western Regional Center Canton	November 19

Using "Career Choices" Tabloid and User's Guide, College/Agency Version

Half-day workshop for community college and agency counselors, HRD instructors and job placement professionals to support use of Career Choices tabloid and Adult Version of User's Guide. Workshops are scheduled from 9:00- 12:00. An afternoon session will be provided if morning oversubscribed. There is no registration fee.

Workshop Date	Location	Registration Deadline
November 13	Employment Security Commission 700 Wade Avenue, Raleigh	November 2

Registration Form

Please register me for the Career Choices Workshop

On (date) _____ at _____

Name _____ Position _____

School Name _____

School Address _____

_____

School Phone _____ Fax _____

Please return registration form to:

NC SOICC- Career Choices
PO Box 25903
Raleigh, NC 27611
FAX (919) 733-8662

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NC SOICC on the Web '98 - '99

State Occupational Information Coordinating Committee

Career Information

Career and Occupational Information

Career Planning

Help with self-assessment, career exploration and job search

Products

Our '98 - '99 Products and Services Catalog

Workshops

Schedule of Career Development workshops and system training

Online Services

Visit the Virtual Library, Career Explorer or check out our Daily News

Links

Find education, job search, labor market and other useful links

Mission **Members** **Staff**

Features/Highlights

- **All New Presentation and Complete Site Update**
  New graphics presentation, new organization, new content and update to all existing pages combine to bring you useful, attractive and easy to find information.

- **Daily News:**
  This exciting new feature brings you daily (Monday through Friday) updated career information articles designed to enhance career awareness and career exploration. There are career profiles and labor market analyses with NC-specific statistics, as well as useful career-related Internet site reviews.

- **Printable Forms & Publications**
  Using the freely available Adobe Acrobat Reader browser plug-in, users can view and print a variety of forms and publications. Current items include product order forms and workshop schedule, with documents such as our Career Choices User's Guide coming in Fall '98.

- **On-Line Workshop Registration**
  Register for any of our free career development workshops or for system training with our convenient on-line registration form

- **And Much More...**

http://www.soicc.state.nc.us/soicc/

Designing a Comprehensive Career Guidance and Counseling Program

The publication *Here Is What We Must Do at School to Get Our Students Ready for Work -- Blueprints for a School-to-Work System* (U.S. Ed, OVAE, 1992) describes the importance of continuous student exposure to guidance and counseling when it sets forth 16 critical elements of an effective school-to-work system. Seven of those elements are the essence of a comprehensive and effective guidance and counseling program:

- Active participation of local employers in career guidance, credentialing, and placement preparation.
- All school counselors be trained and qualified.
- At every grade level, curriculum must apply subject matter to the world of work.
- A career resource center with up-to-date information on wide-ranging career opportunities.
- Proper and frequent use of vocational interest and aptitude tests.
- A commitment and delivery to encourage all students to develop personal career plans.
- Job placement services which connect students with part-time, summer, or full-time job opportunities.

The National Career Development Guidelines (NCDG) initiative provides a nationally validated method for designing a comprehensive career guidance and counseling program. The major features of such a program emphasize program content, process, and structure. The Guidelines form the career development framework which is supported by curricula, documentation, information, training, and counseling -- all integrated into a comprehensive program. NCDG Local Handbooks are available from the NC SOICC office.

source: Program Guide: Planning to Meet Career Development Needs, School To Work Transition Progam, NOICC 1995

NATIONAL CAREER DEVELOPMENT GUIDELINES

Elementary	Middle/Junior High School	High School	Adult
Self-Knowledge			
Knowledge of the importance of self-concept	Knowledge of the influence of a positive self-concept	Understanding the influence of a positive self-concept	Skills to maintain a positive self-concept
Skills to interact with others	Skills to interact with others	Skills to interact positively with others	Skills to maintain effective behaviors
Awareness of the importance of growth and change	Knowledge of the importance of growth and change	Understanding the impact of growth and development	Understanding developmental changes and transitions
Educational and Occupational Exploration			
Awareness of the benefits of educational achievement	•Knowledge of the benefits of educational achievement to career opportunities	•Understanding the relationship between educational achievement and career planning	Skills to enter and participate in education and training
Awareness of the relationship between work and learning	•Understanding the relationship between work and learning	•Understanding the need for positive attitudes toward work and learning	Skills to participate in work and life-long learning
Skills to understand and use career information	•Skills to locate, understand, and use career information	•Skills to locate, evaluate and interpret career information	Skills to locate, evaluate and interpret career information
Awareness of the importance of personal responsibility and good work habits	•Knowledge of skills necessary to seek and obtain jobs	•Skills to prepare, seek, obtain, maintain and change jobs	Skills to prepare to seek, obtain, maintain and change jobs
Awareness of how work relates to the needs and functions of society	•Understanding how work relates to the needs and functions of the economy and society	•Understanding how societal needs and functions influence the nature and structure of work	Understanding how the needs and functions of society influence the nature and structure of work
Career Planning			
Understanding how to make decisions	•Skills to make decisions	•Skills to make decisions	Skills to make decisions
Awareness of the interrelationship of life roles	•Knowledge of the inter-relationship of life roles	•Understanding the inter-relationship of life roles	Understanding the impact of work on individual and family life
Awareness of different occupations and changing male/female roles	•Knowledge of different occupations and changing male/female roles	•Understanding the continuous changes in male/female roles	Understanding the continuing changes in male/female roles
Awareness of the career planning process	•Understanding the process of career planning	•Skills in career planning	Skills to make career transitions

*Guidelines that have been utilized in the Career Choice's User's Guide.

LESSON PLAN: Overview of *Career Choices*

ARTICLE: All

1. **FOCUS AND REVIEW**
   Presentation of Career Choices to demonstrate to students:
   - availability of career information at their school
   - connection between their education and their career goals
   - how occupations can be organized or classified for easier retrieval of information

2. **STATEMENT OF OBJECTIVES**
   - Student will understand the relationship between education and work
   - Student will learn how to locate, evaluate and interpret career informtion
   - Students will learn methods of classifying occupations

3. **TEACHER INPUT**
   - Ask the students to collectively in groups or the classroom as a whole to list occupations that they know. Try to get at least 25 - 30 different careers written for all students to see.
   - Define career clusters as an organizational system of classifying careers. Discuss how clustering can aid in doing career research. Return to the list of careers and discuss different ways they can be clustered.
   - Instruct the class to find a career cluster from Career Briefs pages 10 to 23 that is of interest to them.

4. **GUIDED PRACTICE**
   - Discuss and clarify the headings on the Career Briefs (occupation, work description, education suggested, job outlook, etc.)
   - Discuss the stated education requirements for various occupations

5. **INDEPENDENT PRACTICE**
   - Assign an appropriate research project. Activity # 6 can be completed using information in *Career Choices* only. Activity # 7 requires using information in *Career Choices* and other additional resources.

6. **CLOSURE**
   Inform students where in your school further career information is located.
   Inform students the role of technology and the internet in career information and encourage them to locate information to share at a later class time.

LESSON PLAN: Career Planning Process

ARTICLE: Career Planning p. 3
Self Assessment p. 4 - 7

1. **FOCUS AND REVIEW**
   Presentation of the Career Planning Process to demonstrate to students:
   - the process or method that they will utilize throughout their lives to reach their career goals;
   - the importance of starting with self- assessment
   - a method of assessing their interests, abilities, personality and values

2. **STATEMENT OF OBJECTIVES**
   - Student will understand the career planning process
   - Student will learn how to assess their interests, abilities, personality and values
   - Students will learn methods of self assessment and how it relates to their career choices

3. **TEACHER INPUT**
   - Define the career planning steps as described in *Career Choices*.
   - Review pages I-4 to I-7 on self assessment. Define and discuss the Holland Codes (R I A S E C). Ask the students which roads are most appropriate for them. Discuss the concepts of working with people, data, things, or ideas in relation to self and career exploration.

4. **GUIDED PRACTICE**
   - Ask the students which roads are most appropriate for them from pages 4 to 7 in *Career Choices*. Students can move to six different areas in the classroom.
   - Use page I-19 in User's Guide to explain Holland's Occupational Themes
   - Discuss the concepts of working with people, data, things, or ideas in relation to self and career exploration.

5. **INDEPENDENT PRACTICE**
   - Assign an appropriate self assessment activity from the User's Guide. Activity # 1 uses People, Data, Things, & Ideas classifications. Activity # 2 uses career clusters from the Guide for Occupational Exploration.

6. **CLOSURE**
   Inform students how to bridge from self assessment to career exploration by using the symbols for People, Data, Things or Ideas in the career clusters found in the Career Briefs pages 10 to 23. Inform students of the Holland Code located on the Career Briefs pages 10 to 23. Use the summary sheet for each activity and file in portfolio.

LESSON PLAN: Education Planning

ARTICLE: Education and Training, pp.24-26
Career Briefs, pp. 10-23

1. **FOCUS AND REVIEW**
   Presentation of various educational programs will demonstrate to students:
   - The value of continuing their education
   - A method of determining the amount of education needed for various careers
   - The connection between education/training and career choices.

2. **STATEMENT OF OBJECTIVES**
   - Student will understand the various educational routes (2 yr., 4yr., professional, apprenticeships, OJT, etc.)
   - Student will learn how to access information about NC post secondary schools

3. **TEACHER INPUT**
   - Discuss with students the concept of life long learning. Give examples of how the workforce continues to be re-trained through staff development, workshops, and continuing education.
   - Discuss the various routes of further education. Give examples of occupations that require a 2 yr. Degree, 4 yr. Degree and further education.

4. **GUIDED PRACTICE**
   - Give students a pre-test on where to find post secondary information at your school. This should include information about the military, scholarships, and financial aid.
   - Discuss with students how to choose a post secondary school in relationship to their aptitudes and interests.

5. **INDEPENDENT PRACTICE**
   - Review Activity 18- Choosing a College, User's Guide, p. III-2
   - Assign a writing assignment in which a student requests information from a college or scholarship foundation. This mock writing assignment will encourage students to find addresses and practice writing for information prior to their senior year.

6. **CLOSURE**
   Inform students on how to locate information via the internet, or other computerized college information data bases if available at your school. Inform students of how your school informs them about college representatives visiting your school, college days and policies on visiting schools of their choice.

LESSON PLAN: Career Decision Making

ARTICLE: Career Planning and Self Assessment, pp. 3-7

1. **FOCUS AND REVIEW**
   Presentation of decision making as:
   - A necessary skill to be developed before leaving high school
   - Different decision making styles are unique to indiviudals
   - Career decision making is similar to other decisions people make throughout their day.

2. **STATEMENT OF OBJECTIVES**
   - Student will identify the seven steps to decision making
   - Student will apply the model to an everyday decision and a career decision.

3. **TEACHER INPUT**
   - Plan an activity which requires the class to set goals. Re-visit the goal during various times in the quarter or semester to determine if the goal is still important to the class and if appropriate time is being dedicated to its completion.
   - Set short term goals for the class to have them experience the goal setting process.

4. **GUIDED PRACTICE**
   - Discuss Myths about Career Decision Making, User's Guide, p II-19. Have each student learn the seven steps to decision making as it applies to all ordinary everyday event and how it applies to a career decision.
   - Review the Seven Steps to Decision Making, User's Guide, p. II-20

5. **INDEPENDENT PRACTICE**
   - Decision Making Worksheet, User's Guide, p. II-21

6. **CLOSURE**
   Encourage students who have difficulty with decisions to discuss them with school counselors for further assistance. Often poor decision making is more that the lack of a model to follow and can be warning of poor self esteem. Many students require lots of assistance with college and career decisions and others are able to move quickly through the process. Keep this lesson positive with information on how to seek further assistance at your school.

LESSON PLAN: Career Trends

ARTICLE: N. C. Trends, p. 8
Career Skills, p. 9

1. **FOCUS AND REVIEW**
   Presentation of the changing world of work. Topics to include identifying new trends in NC and in the nation. The effect the trends have on occupations.

2. **STATEMENT OF OBJECTIVES**
   - Student will identify several new trends in the labor market.
   - Student will learn what employers are looking for in these occupations.

3. **TEACHER INPUT**
   - Discuss the SCANS Skills, User's Guide, pp. II-12-14 with students. Have the students choose someone in their home, school or community with whom they will discuss the SCANS skills to determine which skills are utilized in their occupation.
   - Discuss the need for new skills for the new career trends.

4. **GUIDED PRACTICE**
   - Activity 13, Skills Scavenger Hunt. Practice in class with a volunteer, parent or worker in your school. Have the students add questions they would like to discuss also.

5. **INDEPENDENT PRACTICE**
   - Activity 13, Skills Scavenger Hunt. Have the student complete an interview with someone of their choice asking them these questions and how their job has changed over the last 5, 10 or 15 years.

6. **CLOSURE**
   Students are expected to learn and reflect on the changes of the economy, labor market and how these projections may effect their career choice. In this exercise the purpose is to accumulate information on various skills, the changes in the skills needed for today's jobs and also to increase their skills in communications and interviewing.

LESSON PLAN: Job Seeking Skills

ARTICLE: Job Search, pp.29-32

1. **FOCUS AND REVIEW**
   Presentation of job search skills needed to find a job. Job search skills include networking, resume and cover letter writing, interviewing and follow up procedures.

2. **STATEMENT OF OBJECTIVES**
   - Student will identify at least 5 people that are in their job search network.
   - Student will learn various job search methods.
   - Student will learn effective writing skills for resumes, cover letters, thank you letters.
   - Students will learn effective interviewing skills.

3. **TEACHER INPUT**
   - Discuss the importance of effective job search skills to students. Give examples of various forms of resumes and cover letters. Critique the examples as a class.
   - Discuss the interview process and what employers are looking for as a response.

4. **GUIDED PRACTICE**
   - Role play an interview with a few students. Have the class critique the response using Activity # 22 in the User's Guide.

5. **INDEPENDENT PRACTICE**
   - Assign students to complete a resume and cover letter for a job they are interested in applying for.
   - Ask students to have one person from their network to critique their resume.

6. **CLOSURE**
   Discuss with students the times in which an employment application is appropriate and when a resume is more suitable. Instruct students on information on finding jobs through the internet.

LESSON PLAN: Self-Assessment and Work Values

ARTICLE: Self-Assessment

NATIONAL CAREER DEVELOPMENT GUIDELINES COMPETENCIES

1.1 Identify and appreciate personal characteristics
10.2 Describe factors that determine lifestyles

1. FOCUS AND REVIEW

- Interactive discussion (Q & A) to help the students understand connections between their current life and their future life:
  How many hours per day do the students spend in school?
  Do they like what they are doing?
  How many hours do they think they will work per day?
  (During their working lives, most students will work 40-60 hours per week for 30+ years.)
  Will they choose the type of work they do based on what they like to do?

2. STATEMENT OF OBJECTIVES

- Students will brainstorm work values.
- Students will identify characteristics of the workplace that are important to them.

3. TEACHER INPUT

- Review the Self Assessment Section of *Career Choices* and discuss the definition of work values.
- Identify work values such as income, work setting (inside, outside, office, home, etc.), hours and days working, structured vs. non-structured environment, working with one's hands, relocation and travel, helping others, working alone, leadership, growth, etc.

4. GUIDED PRACTICE

- Form small groups of three to four students. Have students brainstorm and record a list of reasons for working or selecting a particular career.
- Record on the chalkboard all items identified by each group. You may want to do this in a round robin fashion so all groups have opportunity to participate.

5. INDEPENDENT PRACTICE

- Distribute Work Values Auction, Activity # 5a and ask students to complete.
- Each student may verbally share their highest bid or encourage students to place their name next to their highest value on the chalkboard.

6. CLOSURE

- Review assessment factors and work values and summarize the student choices.

Technology Connection: Using North Carolina Careers Software or Career Explorer, students may learn more about work values and characteristics of a career of their choice.

LESSON PLAN: Career Planning Pyramid

ARTICLE: Career Planning, Work Based Learning and Career Briefs

NATIONAL CAREER DEVELOPMENT GUIDELINES COMPETENCIES:

4.3 Describe how skills developed in academic and vocational programs relate to career goals.

9.4 Identify appropriate choices during high school that will lead to marketable skills for entry-level employment or advanced training.

1. FOCUS AND REVIEW

- Discuss personal histories that illustrate a brief history of career development. Include information relating to high school experiences and after, which show the importance of education, planning and work-based learning.
- Students may complete one of the self-assessment units before this lesson.
- A review of SCANS skills found in the User's Guide should occur.

2. STATEMENT OF OBJECTIVES

- Students will use the career planning process.
- Students will identify strategies for career exploration and training during the next five years.

3. TEACHER INPUT

- Review Career Briefs with the students.
- Discuss the Career Planning and Work Based articles and processes.

4. GUIDED PRACTICE

- Students select a career of their choice from the "Career Briefs."
- Complete Activity # 12, SCANS Skills.

5. INDEPENDENT PRACTICE

- Assign Activity # 13, Skills Scavenger Hunt, for students to learn more about the importance of skills development in the workplace.
- The use of Activity # 15, Goal Setting, will help students create a plan for the next five years.
- Students are to complete the Career Plan Pyramid, Activity # 5b.

6. CLOSURE

- Students may share their Action Plans from the Career Plan Pyramid. Discuss who they should share this information with; friends, parents, guidance counselors, etc.

Technology Connection: The internet has several sites for exploration of the career planning process. Refer to the Resources section of the User's Guide.

LESSON PLAN: Career Awareness

ARTICLE: Self-Assessment and Career Briefs

NATIONAL CAREER DEVELOPMENT GUIDELINES COMPETENCIES:

1.1 Identify and appreciate personal interests, abilities and skills.
7.7 Demonstrate skills to assess occupational opportunities.

1. FOCUS AND REVIEW

- Students will have opportunity to review assessment options and explore career options.

2. STATEMENT OF OBJECTIVES

- Students will identify personal interests, abilities and skills.
- Students will list a variety of career options.

3. TEACHER INPUT

- Review the Assessment section of the tabloid to help students become familiar with information about various self-assessment tools.
- Select a self-assessment tool to use with the students, such as "People, Data, Things, Ideas" or "The Career Key" found in the Assessment Section of this guide.

4. GUIDED PRACTICE

- Students complete the assessment tool selected.

5. INDEPENDENT PRACTICE

- Students complete the Career Alphabet, Activity # 5c.

6. CLOSURE

- Review the careers identified by the students and the ones that are of particular interest to individuals. Discuss the connections between their individual career interests and responsibilities and activities related to various careers.
- Pages could be posted or a bulletin board developed to illustrate various careers and highlight students' interests.

Technology Connection: Career Explorer's Daily News would provide a variety of new careers to add to the Alphabet. Using the Internet, students could locate careers to complete their Career Alphabet. An extension of the activity would be to research careers the students are not familiar with through use of the Internet.

LESSON PLAN: Career Exploration –Profiles

ARTICLE: Career Profiles and Career Briefs

NATIONAL CAREER DEVELOPMENT GUIDELINES COMPETENCIES

6.6 Identify individuals in selected occupations as possible information resources, role models or mentors.

6.1 Describe the educational requirements of various occupations.

1. FOCUS AND REVIEW

- Learning about careers through those involved in them helps students to understand the expectations of the job and to better plan their career path.

2. STATEMENT OF OBJECTIVES

- Students will learn about factors influencing career choices.
- Students will identify a career cluster of interest.
- Students will identify educational expectations for a career of choice.

3. TEACHER INPUT

- Review the Career Briefs section of the tabloid to help students become familiar with career options.
- Review Career Profiles provided in the tabloid. Additional career profiles may be secured from magazines or the Internet.
- Hand out Activity #11, Career Informational Interview, or refer to questions in Career Choices.

4. GUIDED PRACTICE

- Students select one of the Career Clusters from the Career Briefs section. Students should sit in groups according to clusters to encourage sharing of information.

5. INDEPENDENT PRACTICE

- Students select and read one of the Career Profiles. Complete the Career Questions. Review the findings with their group and class.
- Each group identifies a career representative that they would like to have participated in Career Days.

6. CLOSURE

- Review factors which impact career choices.

Technology Connection: Using the Internet (Career Explorer is a useful site), complete chats with professionals in the field.

LESSON PLAN: Career Exploration -Non-Traditional Careers

ARTICLE: Non-Traditional Careers (located in the User's Guide) and Career Briefs

NATIONAL CAREER DEVELOPMENT GUIDELINES COMPETENCIES:

11.1 Identify factors that have influenced the changing career paths of women and men.

11.3 Demonstrate attitudes, behaviors and skills that contribute to eliminating gender bias and stereotyping.

1. **FOCUS AND REVIEW**
   - Discussion with a review of stereotypical male/female jobs thirty years ago, when most mothers stayed home. How is life different today? How are job opportunities different?

2. **STATEMENT OF OBJECTIVES**
   - Students will explore differences in attitudes toward work between women and men.

3. **TEACHER INPUT**
   - Review Career Briefs with the students.

4. **GUIDED PRACTICE**
   - Using the Career Briefs as a resource, students should list jobs which they perceive as being predominately male or female. List ten of each.
   - Discuss the differences in the two lists. Are there differences in salary, where they work, the type of work they do, education required, status?

5. **INDEPENDENT PRACTICE**
   - Review Activity # 9, Non-Traditional Careers.
   - Students may write an article illustrating their selection of a non-traditional career and support for their position.
   - Activity #11, Career Information Interview, could be used to gather information related to non-traditional careers. Encourage students to add questions to the interview to learn more about the rewards and challenges of non-traditional careers.

6. **CLOSURE**
   - Ask students to share their thoughts from their articles and interviews.

Note: Students may wish to invite professionals working in non-traditional careers to speak to the class. To further help students understand the rewards and challenges, they may be encouraged to job shadow at the work site.

Technology Connection: Articles could be written using a word processing program. The article could be written in conjunction with an English teacher, utilizing a writing style identified in their curriculum. The internet could be used to explore non-traditional careers.

LESSON PLAN: The Cost of Working

ARTICLE: Cost of Working and Career Briefs

NATIONAL CAREER DEVELOPMENT GUIDELINES COMPETENCIES:

7.10 Demonstrate skills necessary to function as a consumer and manage financial resources.
10.3 Describe ways in which occupational choices may affect lifestyle.

1. FOCUS AND REVIEW

- Interactive discussion about cost of working. Ask students about the living costs that they currently have. What kind of car do they/would they like to drive? Where do they like to vacation? Where would they like to live? Reflect current costs.

2. STATEMENT OF OBJECTIVES

- Students will identify a career and corresponding salary.
- Students will complete a budget.
- Students will compare dollars spent according to income.

3. TEACHER INPUT

- Review Career Briefs with the students to prepare them to select a career to explore.
- Review the article, "Cost of Working."

4. GUIDED PRACTICE

- Guide students through the selection of an appropriate career.

5. INDEPENDENT PRACTICE

- Students should calculate the monthly income from the career they have selected.
- Students should complete the budget found in the "Cost of Working" article.
- Using a newspaper, have student's "shop" for items which fit into their budgets.

6. CLOSURE

- Review the student findings, helping them to recognize that lifestyles are impacted by our career choices.

Technology Connection: Using spreadsheets, have students compare their salaries and budgets. Using the Internet, shop for items which fit within their budgets.

LESSON PLAN: Career Days

ARTICLE: Career Briefs, Cost of Working

NATIONAL CAREER DEVELOPMENT GUIDELINES COMPETENCIES

6.6 Identify individuals in selected occupations as possible information resources, role models or mentors.

8.1 Describe the effect of work on lifestyles.

10.6 Describe different career patterns and their potential effect on family patterns and lifestyle.

A Career Day may be set up in a number of scenarios:

1. Organize a day that provides speakers to represent student interests through a survey of your students and provide opportunity for students to rotate through the speakers.
2. Connect speakers to subject matter, such as math or science, and partner with subject matter teachers to invite speakers to their classes.
3. Use Career Pathways to determine guest speakers.
4. Set up a Career Fair where students tour career tables and informally interview the professionals.
5. Using the Career Cluster groups from the Career Profile lesson, select representative speakers.

1. FOCUS AND REVIEW

- Learning about careers through those involved in them helps students to understand the expectations of the job and to better plan their career path.

2. STATEMENT OF OBJECTIVES

- Students will learn about factors influencing career choices and lifestyles.
- Students will interact with professionals from the working world.

3. TEACHER INPUT

- Review the Career Briefs section of the tabloid to help students become familiar with information needed from professionals to learn about of career expectations, impact on lifestyles and family patterns.
- The class should select which career professionals will be invited to participate in the Career Day based on suggestions from the career cluster groupings. During a 50+ minute class, several speakers could participate in ten-minute presentations.
- Introduce the career speakers.

4. GUIDED PRACTICE

- Review the section featuring Cost of Working and reflect on factors which impact lifestyles.
- Students create questions to ask the career speakers. Refer to Activity # 11, Career Informational Interview.

5. INDEPENDENT PRACTICE

- Students listen to the speakers and complete their questionnaire.

6. CLOSURE

- Draw conclusions with regard to similarities and differences in career expectations and impact on lifestyles and family patterns.

Technology Connection: Students could use a word processing program to create their Career Day questions, create letters of invitation for the Career Day participants, or develop thank-you letters.

LESSON PLAN: Networking

ARTICLE: Networking

NATIONAL CAREER DEVELOPMENT GUIDELINES COMPETENCIES:

6.6 Identify individuals in selected occupations as possible information sources, role models or mentors.

1. **FOCUS AND REVIEW**
   - Discuss personal histories that illustrate "who you know is where you go". Include information relating to high school experiences and after, which show the importance of contacts, mentors, experiences. Activity # 5d in the User's Guide, Family Job Tree, may be used as a tool to focus students.

2. **STATEMENT OF OBJECTIVES**
   - Students will identify possible contacts to assist in their career development.
   - Students will complete networking steps.

3. **TEACHER INPUT**
   - Review the Networking article with the students.
   - Review letter writing and proper telephone procedures.

4. **GUIDED PRACTICE**
   - Complete Activity # 25, Networking Map.
   - Students are to list possible contacts related to their career interests. Refer to Activity # 26, Telephone Script for Networking Contact.

5. **INDEPENDENT PRACTICE**
   - Prepare a letter or script to telephone one of the contacts.

6. **CLOSURE**
   - Review the importance of networking.

Technology Connection: Letters or scripts may be developed using a word processing program. Students may choose to e-mail their contacts.

I

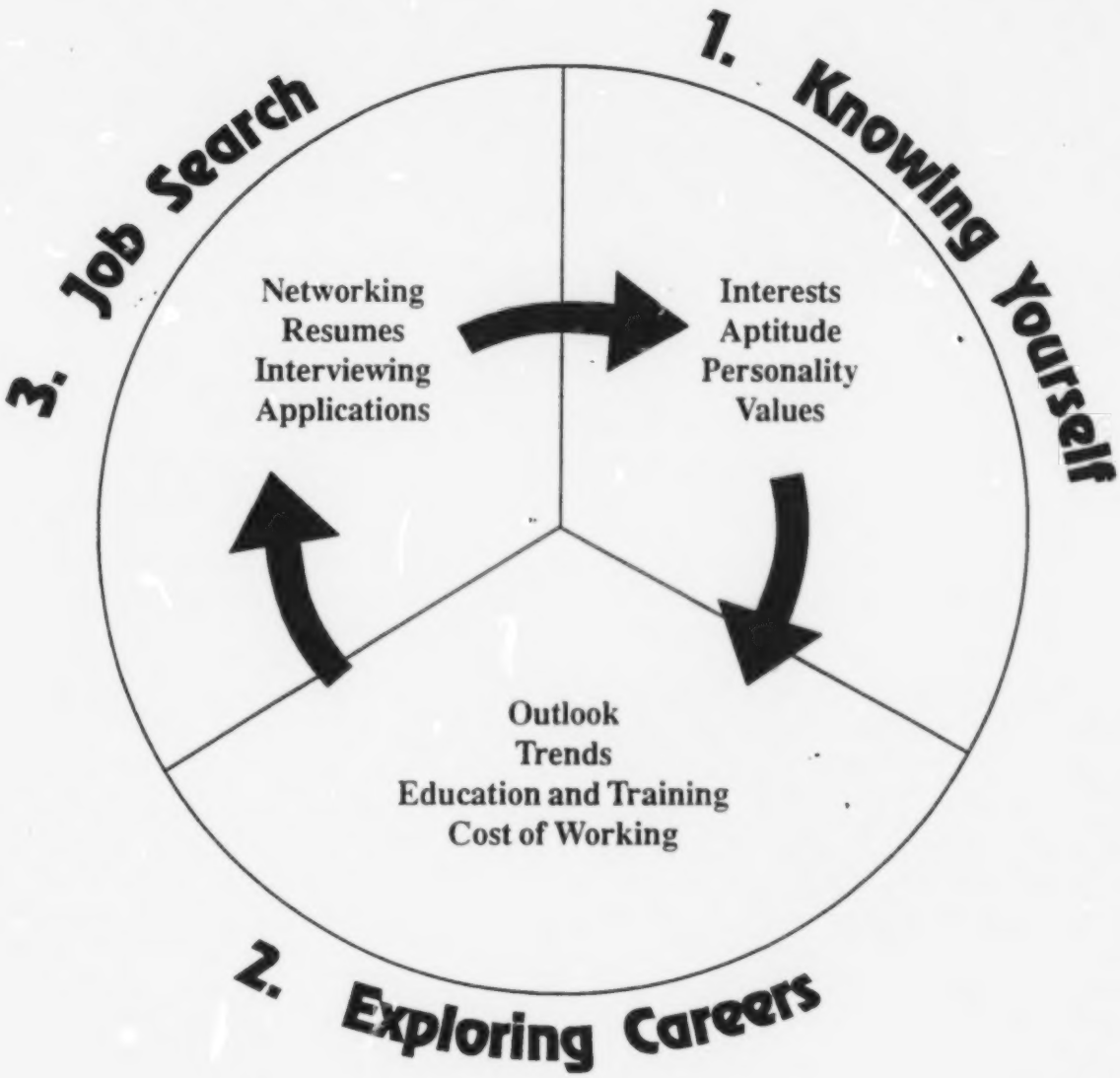
SELF ASSESSMENT

Career Planning Process

The career planning process is a continuous circle divided into three parts:

1. **Knowing Yourself - Self Assessment**
2. **Exploring Careers - Learn About Occupations and Education Requirements**
3. **Job Search - Learn Job Seeking Skills**

Below you will find the sections in Career Choices and activities in the User's Guide that correspond to the three parts.



SELF ASSESSMENT

Self assessment is the process of " knowing oneself". It is taking an inventory of someone's likes, dislikes, skills, abilities, personal characteristics, values, wants and needs. It is the first part of the career planning process. Before clients/students can determine what it is they would like to do in their career, they first need to discover who they are. People change, grow and develop. Therefore it is necessary for everyone to re- assess themselves periodically in relationship to their career goals.

Self assessment includes evaluating one's:

- interests
- skills/abilities
- personality
- values
- lifestyle

The worksheets and exercises in this section can help individuals synthesize and organize information about themselves.

Activity 1. "People, Data, Things, Ideas" –organize students' interest, skills and personality into similar categories of people, data, things, or ideas. The summary sheet on I-8 bridges the self-assessment to career exploration.

Activity 2. "Career Assessment Guide" –is a self-assessment activity based on the Guide for Occupational Exploration. It offers students a link from the career clusters in the GOE to the occupational brief clusters in Career Choices.

Activity 3. "The Career Key" is a formal assessment developed by Lawrence K. Jones, Ph.D. It is based on Dr. John Holland's theory of six personality types and the corresponding six work environments. Copies of "The Career Key" may be used for non-profit public use, provided that notice of copyright is affixed to each copy. Following "The Career Key" are possible handouts which relate personality, work environments, sample occupations and college majors to Holland RIASEC Codes.

Activity 4. "Lifestyle Consideration" –can be included with any of the above activities. This assesses students' hobbies, work and non-work past times and how they can affect one's career decisions.

Activity 5 (a-d). -are assessment-related activities which can be used with, or in addition to those above.

Self-assessment summaries and synthesizing activities will help the student formulate career goals and paths. Often seen as a painstaking process, it proves to be quiet successful when related to the end result –satisfying employment.

INTERESTS

Interests are the things you enjoy doing. Your likes and dislikes in your work and hobby activities will help you plan for careers which best match you. The more interest you have in your work, the happier you will be on the job.

The following interest inventory activity will help you organize your likes and dislikes into 4 categories: people, data, things, or ideas.

Directions: In each section (A-D), answer every question with a check in the Yes or No box. When you have answered all the questions, total all the Yes's for each section and fill in the blanks at the bottom of the page.

A. People

Do you like to:	Yes	No
Entertain a child		
Listen to a friend's personal problems		
Teach someone how to do something		
Help someone who is sick		
Lead a group or club activity		
Work with the public		
Run for an office		
Sell a product		
Total Yes		

B. Data

Do you like to:	Yes	No
Research a topic of interest to you		
Be treasurer of a club		
Type/word process reports		
Work scientific experiments		
Work with numbers/statistics		
Figure a car's gas mileage		
Balance a bank statement		
Write a computer program		
Total Yes		

C. Things

Do you like to:	Yes	No
Bake a cake		
Repair car/machinery		
Sew or make crafts		
Build something from wood		
Operate a cash register or calculator		
Operate a computer		
Do landscaping/lawn care		
Operate camera/video equipment		
Total Yes		

D. Ideas

Do you like to:	Yes	No
Decorate a room		
Write a poem or story		
Publish school yearbook or newspaper		
Write lyrics or a rap		
Paint, draw, watercolor		
Perform or act in school play		
Play musical instrument		
Invent a new product		
Total Yes		

My highest section *at this time* is _____.
My next highest section *at this time* is _____.

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SKILLS AND ABILITIES

Jobs require different skills and abilities. You may not have all the skills or abilities necessary for many occupations, but you do have an aptitude to learn new skills. Aptitudes measure the ease in which you can learn something new.

Directions: In each section (A-D), place a check mark next to the skills you have now. Then go back and place a check mark next to the skills you may not have yet, but feel you could learn with little difficulty. Total the checks made in each section and fill in the blanks at the bottom of the page.

A. People

Do you have the ability/aptitude for:	Check (✓)
Teaching	
Supervising	
Caring for others	
Host or hosting	
Presiding over meetings	
Leading others	
Listening and counseling	
Selling goods/services	
TOTAL ✓'s	

B. Data

Do you have the aptitude/ability for:	Check (✓)
Accounting/record keeping	
Statistical work	
Research	
Testing products/ideas	
Investigating problems	
Computer programming	
Working scientific experiments	
Collecting information	
TOTAL ✓'s	

C. Things

Do you have an aptitude/ability for:	Check (✓)
Repairing things/objects	
Operating machinery or equipment	
Assembling parts	
Using tools	
Cooking/baking	
Operating a sewing machine	
Woodworking	
Construction work	
TOTAL ✓'s	

D. Ideas

Do you have an aptitude/ability for:	Check (✓)
Writing stories/poems	
Composing music	
Designing new products	
Drawing	
Inventing new products	
Acting, singing	
Playing a musical instrument	
Organizing new clubs or activities	
TOTAL ✓'s	

My highest section *at this time* is _____.
My next highest section *at this time* is _____.

PERSONALITY/TEMPERAMENT

Your personality is a combination of your emotional and behavioral characteristics that make you different from others. Your personality influences how you think, feel and act with different people in different situations.

Different careers relate to different personality traits, also known as temperaments. For example, an outgoing, friendly person who enjoys meeting and talking to people all day would be suited for jobs in sales, customer service or public relations. That is why it is important to consider your personality when choosing careers.

Directions: Think about yourself and your personality when you answer the following questions. In which situations would you prefer the major part of your working day to be involved?

A. People

Are you/Do you . . . ?	Check (✓)
Cheerful to those around you	
Helpful to friends and family	
Cooperative when working in a group or on a team	
Responsive to needs of others	
A leader/organizer of a group	
Outgoing and enjoy meeting new people	
An influencer of people's opinions and attitudes	
Understanding and sympathetic to others	
TOTAL ✓'s	

B. Data

Are you/Do you . . . ?	Check (✓)
Keep organized	
Pay close attention to details	
Prefer to perform repetitive tasks	
Prefer to work with numbers and statistics	
Prefer to work on a set schedule	
Think logically	
Prefer practical ways of doing things	
TOTAL ✓'s	

C. Things

Are you/Do you . . . ?	Check (✓)
Like to work with precise rules, limits or standards	
Prefer to work with machines and objects rather than people	
Efficient	
Prefer to work alone	
Prefer to work with your hands	
Mechanical	
Inquisitive about what makes something work or run	
Resourceful with materials and methods	
TOTAL ✓'s	

D. Ideas

Are you/Do you . . . ?	Check (✓)
Curious about how and why things are the way they are	
Creative	
Seek new ways to doing things	
Artistic	
Prefer to have a variety of duties that change often	
Prefer to set your own schedule	
Versatile and flexible in activities and behaviors	
Expressive, eloquent in writing, performing or drawing	
TOTAL ✓'s	

My highest section *at this time* is _____.
My next highest section *at this time* is _____.

WORK VALUES

Job satisfaction comes from having a job that meets your expectations and satisfies your need for employment. The list below includes a number of things people want or "value" in their job. Not all these values are met each day. However, choosing an occupation which allows most of your work values to be present is important.

Directions: Think about what you want from an occupation. From the list below:

1. Check the values that are **MOST** important to you.
2. Add any work values not mentioned which are also important to you.
3. Rewrite the list from 1-10. Put what you value most as #1, and proceed down the list to what you value the least, or is not important to you, at the bottom of the list.

JOB VALUES

_____ 1. Adventure - working in a job that requires taking risks
_____ 2. Prestige - having an important position
_____ 3. Creativity - finding new ways to doing things
_____ 4. Helping others - working in the assisting and caring of other people
_____ 5. High earnings - being well paid for the standard of living you want
_____ 6. Variety of duties - having several different things to do
_____ 7. Independence - deciding how to do my work
_____ 8. Exercising leadership - being able to direct and influence others
_____ 9. _____
_____ 10. _____

Prioritize your list: From the values listed above, write what is most important to you on Line 1 down to what is least important to you on Line 10.

_____ 1. _____
_____ 2. _____
_____ 3. _____
_____ 4. _____
_____ 5. _____
_____ 6. _____
_____ 7. _____
_____ 8. _____
_____ 9. _____
_____ 10. _____

RELATED SCHOOL SUBJECTS

Directions: What are your best and favorite subjects in school? If you like a subject and do well in it, it may be a good hint about a career or career cluster for you.

If you enjoy the following school subjects:	**AND like working with:**	**You may consider the following occupations.**
Language Arts, English, Speech, Debate, Foreign Language, Journalism	People	Lawyer, Minister, Teacher Assistant, Librarian, Legal Assistant, Receptionist, Secretary
Math, Algebra, Geometry, Tech./ Business Math, Trigonometry, Calculus, Computer Science	Data	Accountant, Computer Programmer, Architect, Bookkeeper, Engineer, Electrician
Physical Science, Biology, Chemistry, Physics, Anatomy, Earth Science, Health Occupations	People/Data	Nurse, Chemist, Lab. Tech, Medical Assistant, Physician, Physical Therapist
Social Studies, ELP, U.S. History, World Civilization, Law and Justice, Sociology, Psychology	People	Teacher, Counselor, Police Officer, Social Worker, Lawyer
Art, Commercial Art, Chorus, Band, Orchestra, Drama	Ideas	Interior Designer, Recreation Worker, Commercial Artist, Actor, Actress, Musician
Typing, Keyboarding, Accounting, Business Law, Recordkeeping, Speed Writing, Business Management, Computer Applications	Data	Bookkeeper, Accountant, Secretary, Reservation Agent, Legal Assistant
Drafting, Architecture, Graphics, Carpentry, Wood Tech, Auto Mechanics, Electronics, TV and Radio	Things/Data	Surveyor, Electronics Technician, Architect, Mechanic, Machinist, Carpenter, Printer
Marketing, Merchandising, Advertising, Sales	People	Sales Representative, Buyer, Cashier, Purchasing Agent, Shipping and Receiving Clerk

SELF ASSESSMENT SUMMARY

Directions: Use the information from Activity 1 to answer the following questions about yourself.

1. INTEREST INVENTORY: My interests were mainly centered around:

   ——— people ——— data ——— things ——— ideas

2. SKILLS AND ABILITIES CHECKLIST: My skills were mainly centered around:

   ——— people ——— data ——— things ——— ideas

3. From my TEMPERAMENT/PERSONALITY CHECKLIST, I think of myself as being a . . . . . type of person

   ——— people ——— data ——— things ——— ideas

4. TOTAL: ——— people ——— data ——— things ——— ideas

5. My top three WORK VALUES are:

   1. _____

   2. _____

   3. _____

6. My best and/or favorite SCHOOL SUBJECTS are:

   _____

   _____

   _____

7. Careers or career clusters that seem to match my characteristics at this time are (see the Career Briefs, Career Choices):

   _____

   _____

   _____

Activity 2. Career Assessment Guide

Directions: The following pages contain an alternate interest inventory. These activities may be more appropriate for students who have previously taken "People, Data, Things and Ideas".

This activity needs to be preceded with a discussion on the concepts of career planning and the importance of self assessment in the process. As with all interest inventories, this is not a test to tell anyone what they should or should not choose for an occupation. Interest inventories and activities are tools to help students organize and clarify their perceptions about themselves.

The following activity is based on the Guide for Occupational Exploration originally published by the U.S. Department of Labor. You do NOT need the book for the following activities. If you do have one available, you may want to refer to it during your class presentations.

The purpose of the Career Assessment Guide is to help students see themselves in relation to career areas. The twelve career interest areas correspond to the interest factors identified from research in interest measurement conducted by the U.S Employment Service. Each of the twelve interest areas are further divided into 66 work groups based on similar capabilities of the worker.

This interest driven activity will benefit students to better relate their likes, abilities, personality and work values to a career area. As the students finish the exercise, instruct them to explore their career interest area further by finding the corresponding career cluster in Career Choices. The Career Choices career clusters which relate to each career interest area are listed on the worksheet.

"Choices Not Chances" is the summary activity for the Career Assessment Guide and a possible addition to a student's portfolio.

Activity 2 (Cont). Career Assessment Guide

Directions:

1. Read the description of the twelve interest areas.
2. For each interest area, check each space under interests, skills, and personality/temperaments that describes YOU!
3. Total your checks for each interest area in the Total ✓'s column.
4. Look in Career Choices, Career Briefs to find further information about careers that interest you.
5. Fill out Choices not Chances.

The 12 Career Interest Areas below can help you match your interests with possible careers. Each Career Interest Area has hundreds of occupations. People change careers several times during their life, and many jobs are created every year. By selecting the Career Interest Area that suits you best, you can be ready for the changing world of work. (NOTE: See the Guide for Occupational Exploration which is categorized by the corresponding numerical digit for further information about each interest area and subgroup.)

ARTISTIC- 01	
Literary Arts	01.01
Visual Arts	01.02
Performing Arts/Drama	01.03
Performing Arts/Music	01.04
Performing Arts/Dance	01.05
Craft Arts	01.06
Elemental Arts	01.07
Modeling	01.08
SCIENTIFIC- 02	
Physical Sciences	02.01
Life Sciences	02.02
Medical Sciences	02.03
Laboratory Technology	02.04
PLANTS & ANIMALS - 03	
Managerial Work	03.01
General Supervision	03.02
Animal Training/Service	03.03
Elemental Work/ Pl.&An.	03.04
PROTECTIVE - 04	
Safety & Law Enforcement	04.01
Security Service	04.02
MECHANICAL - 05	
Engineering	05.01
Managerial Work	05.02
Engineering Technology	05.03
Air/Water Vehicle Oper.	05.04
Craft Technology	05.05
Systems Operation	05.06
Quality Control	05.07
Land/Water Vehicle Op.	05.08
Material Control	05.09
Crafts	05.10
Equipment Operation	05.11
Elemental Work/Mech.	05.12
INDUSTRIAL - 06	
Production Technology	06.01
Production Work	06.02
Quality Control	06.03
Elemental Work/Ind.	06.04

BUSINESS DETAIL - 07	
Interviewing, Admin. Det.	07.01
Mathematical Detail	07.02
Financial Detail	07.03
Oral Communications	07.04
Coordinating & Sched.	07.05
Clerical Machine Oper.	07.06
Clerical Handling	07.07
SELLING - 08	
Technical Sales	08.01
General Sales	08.02
Vending	08.03
ACCOMMODATING - 09	
Hospitality Service	09.01
Barber & Beauty Ser.	09.02
Passenger Services	09.03
Customer Services	09.04
Attendant Services	09.05
HUMANITARIAN - 10	
Social Services	10.01
Nursing/Therapy/ Special Teaching	10.02
Child/Adult Care	10.03
LEADING/INFLUENCING - 11	
Mathematics/Statistics	11.01
Education/Library Ser.	11.02
Social Research	11.03
Law	11.04
Business Administration	11.05
Finance	11.06
Services Administration	11.07
Communications	11.08
Promotion	11.09
Regulation Enforcement	11.10
Business Management	11.11
Contracts & Claims	11.12
PHYSICAL PERFORMING - 12	
Sports	12.01
Physical Feats	12.02

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CAREER ASSESSMENT GUIDE

CAREER INTEREST AREA	INTERESTS ✓ what you enjoy	ABILITIES ✓ what you can do or will develop	PERSONALITY ✓ what describes you	WORK VALUES ✓ what is important to you	TOTAL ✓'S	CAREER CLUSTERS TO CONSIDER See *Career Choices*
ARTISTIC - 01 People who choose artistic careers have an interest in creative expression of feelings or ideas. You can satisfy this interest in several of the creative or performing arts fields including literary, visual, performing, or crafts.	____ writing ____ photography ____ dance ____ music ____ drama ____ TOTAL ✓'S	____ perform before an audience ____ express ideas in writing ____ compose music ____ photograph, videograph ____ express ideas using computer software ____ TOTAL ✓'S	____ creative ____ artistic ____ expressive ____ versatile ____ inventive ____ TOTAL ✓'S	____ creativity ____ flexible hours ____ independence ____ public attention ____ recognition ____ TOTAL ✓'S	____	Writers, Artists, Entertainers, Communications Specialists and Athletes Engineers, Surveyors, and Architects
SCIENTIFIC - 02 People who have an interest in scientific careers enjoy discovering, collecting and analyzing information. This includes research and development of new knowledge in mathematics, physical or life sciences, medicine and veterinary medicine.	____ collecting data ____ analyzing info. ____ science projects/ experiments ____ using a microscope ____ performing first aid or medical treatment ____ TOTAL ✓'S	____ use logic to deal with many kinds of problems ____ use chemical formulas ____ follow technical instructions ____ use measurable data to make decisions ____ use laboratory equipment ____ TOTAL ✓'S	____ inquisitive ____ logical ____ organized ____ reliable ____ structured ____ TOTAL ✓'S	____ helping others ____ intellectual stimulation ____ prestige ____ research work ____ recognition ____ TOTAL ✓'S	____	Natural, Computer and Mathematical Scientists Health Professionals and Technicians
PLANTS AND ANIMALS - 03 People in plants and animals occupations have an interest in activities to do with plants and animals, usually in an outdoor setting. This can be done by working in farming, forestry, fishing, or in the training and taking care of animals. With management abilities, you could also own, operate or manage farms or related business and services.	____ being outdoors ____ cultivating/ harvesting ____ training animals ____ bathing/ grooming pets ____ caring for variety of animals ____ TOTAL ✓'S	____ use tools and equipment in outdoor settings ____ perform strenuous activities ____ understand and apply procedures ____ follow instructions exactly ____ perform duties requiring manual dexterity ____ TOTAL ✓'S	____ patient ____ endure weather/ outside work ____ empathy to animals/pets ____ accurate ____ factual ____ TOTAL ✓'S	____ adventure ____ independence ____ leadership ____ environmental work ____ seasonal work ____ TOTAL ✓'S	____	Agriculture, Fish & Forestry Workers

CAREER ASSESSMENT GUIDE

CAREER INTEREST AREA	INTERESTS ✓ what you enjoy	ABILITIES ✓ what you can do or will develop	PERSONALITY ✓ what describes you	WORK VALUES ✓ what is important to you	TOTAL ✓'S	CAREER CLUSTERS TO CONSIDER See *Career Choices*
PROTECTIVE - 04 People in protective occupations have an interest in using authority to protect people and property. You can satisfy this interest by working in law enforcement, fire fighting, and related fields. You may enjoy mental challenge, intrigue, investigation of crimes or fires. Other choices include security guard, wardens, park rangers, or custom officers.	____ helping people ____ leading a group/ activity ____ safeguarding/ defending people's property ____ working with the public's needs ____ handling emergency situations ____ TOTAL ✓'S	____ work under pressure ____ work with laws and regulations ____ think clearly and react quickly in emergencies ____ deal with various kind of people ____ keep physically fit ____ TOTAL ✓'S	____ responsive to needs of others ____ inquisitive ____ helpful to people around you ____ a leader ____ under-standing ____ TOTAL ✓'S	____ adventure ____ authority ____ public contact ____ leadership ____ community service ____ TOTAL ✓'S	____	Service Occupations
MECHANICAL - 05 People in mechanical occupations enjoy applying mechanical principals to practical situations using machine, hand tools, or techniques. You may enjoy working with ideas about things which would lead to choices in engineering and technical fields. Working directly with things would lead to choices in crafts, trades, building or repairing objects. This category also includes interests in driving or operating vehicles, mining or construction.	____ building models ____ fixing broken items ____ using tools ____ designing, sketching, drafting ____ construction projects ____ TOTAL ✓'S	____ perform detail work with accuracy ____ use blueprints ____ measure, cut and work on materials ____ repair or adjust TV's, radios, phones ____ solve math problems with ease ____ TOTAL ✓'S	____ inquisitive about how things operate ____ creative ____ resourceful with materials/ methods ____ prefer to work with your hands ____ mathe-matical ____ TOTAL ✓'S	____ work with machines/ equipment ____ work with numbers ____ creativity ____ variety of duties ____ work with hands ____ TOTAL ✓'S	____	Engineers, Surveyors and Architects Other Technologists and Technicians Construction and Extractive Workers

CAREER ASSESSMENT GUIDE

CAREER INTEREST AREA	INTERESTS ✓ what you enjoy	ABILITIES ✓ what you can do or will develop	PERSONALITY ✓ what describes you	WORK VALUES ✓ what is important to you	TOTAL ✓'S	CAREER CLUSTERS TO CONSIDER See *Career Choices*
INDUSTRIAL - 06 People with an interest in industrial occupations enjoy repetitive, concrete, organized activities in a factory setting. This includes the mass production of goods, manual work, operating and taking care of machinery. This can also lead to positions in setting up of machinery and equipment and supervising other workers.	____ assembling products or things ____ operating machinery ____ repetitive activities ____ working with your hands/ hand tools ____ keeping tools, machines in operable condition ____ TOTAL ✓'S	____ use eyes & hands to do precise work ____ read and follow directions to assemble something ____ operate mechanical equipment ____ apply math skills to count, measure or keep records ____ follow instructions precisely ____ TOTAL ✓'S	____ prefer to work with machines rather than people ____ prefer limited public contact ____ prefer indoors ____ action oriented ____ steadfast/ strong ____ TOTAL ✓'S	____ physical work ____ routine ____ work with hands ____ work with machines/ equipment ____ active workplace ____ TOTAL ✓'S	____	Production Working Occupations Precision Production Occupations
BUSINESS DETAIL - 07 People in business detail occupations have an interest in organized, clearly defined activities requiring accuracy and attention to details, primarily in an office setting. The variety of interests and occupations include billing, computing or financial recordkeeping, telephone services, supervision of others, and operation of business machines such as computers, typewriters, and cash registers.	____ organizing papers and files ____ computing costs and calculations ____ keeping records ____ typing letters, papers and lists ____ answering telephones/ greeting people ____ TOTAL ✓'S	____ basic math accurately ____ operate business machines ____ speak/write clearly and accurate ____ follow procedures ____ get along well with co-workers ____ TOTAL ✓'S	____ accurate with number/ files ____ logical ____ practical ____ organized ____ pay close attention to details ____ TOTAL ✓'S	____ working with numbers ____ organized environment ____ routine methods/ tasks ____ public contact ____ working with machines/ equipment ____ TOTAL ✓'S	____	Executive and Administrative Managers Clerical and Administrative Support Occupations

CAREER ASSESSMENT GUIDE

CAREER INTEREST AREA	INTERESTS ✓ what you enjoy	ABILITIES ✓ what you can do or will develop	PERSONALITY ✓ what describes you	WORK VALUES ✓ what is important to you	TOTAL ✓'S	CAREER CLUSTERS TO CONSIDER See *Career Choices*
SELLING - 08 People with an interest in selling occupations enjoy bringing others to a point of view by personal persuasions, using sales and promotional techniques. The variety of sales occupations include interest in complex, technical equipment to sell to sales in stores, offices or in homes. This category also includes occupations in legal work, business negotiations and advertising.	____ meeting new people ____ shopping ____ advising people on new products, services or ideas ____ demonstrating, teaching new skills to others ____ negotiating transactions and agreements ____ TOTAL ✓'S	____ persuade others ____ demonstrate/exhibit products ____ talk easily to strangers ____ assist people in locating the best products/services ____ treat people respectfully even in difficult situations ____ TOTAL ✓'S	____ outgoing ____ extroverted ____ friendly ____ congenial ____ sociable ____ TOTAL ✓'S	____ competition ____ flexible hours ____ independence ____ persuading others ____ public contact ____ TOTAL ✓'S	____	Marketing and Sales Occupations
ACCOMMODATING - 09 People in accommodating careers have interests in catering to the wishes and needs of others, usually on a one-to-one basis. Careers in this area include hospitality services such as working in hotels, restaurants and airplanes. Cosmetology, ticket taking ushering, and customer service are also included.	____ caring for others ____ meeting and greeting people ____ trying new hair styles ____ working with the public ____ serving food ____ TOTAL ✓'S	____ talking easily with strangers ____ use math to total costs and make change ____ use a variety of hand tools ____ give directions and information as needed ____ handle emergency situations ____ TOTAL ✓'S	____ outgoing ____ sociable ____ responsive to needs of others ____ sympathetic ____ congenial/ friendly ____ TOTAL ✓'S	____ routine methods/ tasks ____ working with your hands ____ creativity ____ public contact ____ physical work ____ TOTAL ✓'S	____	Service Occupations

CAREER ASSESSMENT GUIDE

CAREER INTEREST AREA	INTERESTS ✓ what you enjoy	ABILITIES ✓ what you can do or will develop	PERSONALITY ✓ what describes you	WORK VALUES ✓ what is important to you	TOTAL ✓'S	CAREER CLUSTERS TO CONSIDER See *Career Choices*
HUMANITARIAN - 10 People in humanitarian careers have an interest in helping others with their mental, spiritual, social, physical or vocational concerns. Careers in this area include nursing, therapy, ministry, social services and auxiliary health care such as aides, orderlies and technicians.	____ caring for the sick ____ listening to a friend's problems ____ teaching ____ spiritual/ religious a activities ____ community/ volunteer services ____ TOTAL ✓'S	____ gain trust/confidence of people ____ understand people's feelings ____ define problems and offer solutions ____ work fast in an emergency ____ communicate with various types of people ____ TOTAL ✓'S	____ sympathetic ____ caring ____ responsive to needs of others ____ helpful to people around you ____ cheerful ____ TOTAL ✓'S	____ helping others ____ variety of duties ____ independence ____ influencing others ____ creativity ____ TOTAL ✓'S	____	Social Scientists, Social Workers, Religious Workers and Lawyers Teachers, Librarians and Counselors Health Professionals and Technicians
LEADING-INFLUENCING - 11 People in this group have an interest in leading and influencing others by using their verbal or numerical abilities. Careers in this area range from teaching, finance, law, social research, public relations, business administration and management.	____ analyze and interpret information ____ present information to a group ____ write reports ____ teach/supervise others ____ lead activities ____ TOTAL ✓'S	____ direct others activities ____ speak to groups or classes ____ communicate well, written or verbal ____ plan and implement activities or projects ____ campaign or lobby for a cause ____ TOTAL ✓'S	____ a leader ____ assertive ____ self confident ____ positive ____ assistive ____ TOTAL ✓'S	____ authority ____ competition ____ independence ____ leadership ____ persuading others ____ TOTAL ✓'S	____	Executive and Administrative Managers Social Scientists, Social Workers, Religious Workers and Lawyers Writers, Artists, Entertainers, Communications Specialists and Athletes Teachers, Librarians and Counselors

CAREER ASSESSMENT GUIDE

CAREER INTEREST AREA	INTERESTS ✓ what you enjoy	ABILITIES ✓ what you can do or will develop	PERSONALITY ✓ what describes you	WORK VALUES ✓ what is important to you	TOTAL ✓'S	CAREER CLUSTERS TO CONSIDER See *Career Choices*
PHYSICAL PERFORMING - 12 Workers in this group compete in professional athletic or sporting events, coach players, and officiate at games. They also give individual and group instruction, and recruit players for professional, collegiate teams or in a recreational settings.	____ participating in athletic events ____ teaching/ instructing ____ physical fitness ____ observing athletic games ____ coaching ____ TOTAL ✓'S	____ make quick decisions and enforce them ____ master rules and play accordingly ____ proficiently play a sport ____ teach others your skills/ abilities ____ organize individuals into a team ____ TOTAL ✓'S	____ agile ____ athletic ____ quick thinking/ acting ____ organized ____ team oriented ____ TOTAL ✓'S	____ authority ____ competition ____ recognition ____ prestige ____ travel ____ TOTAL ✓'S	____	Writers, Artists, Entertainers, Communications Specialists and Athletes

RELATED SCHOOL SUBJECTS

Directions: Think about the school subjects you both enjoy and do well. They may lead to possible career choices for you.

If you enjoy and do well in ...	Career Interest Area	Occupations to Explore Further
Art	Artistic	Commercial Artist, Designers, Reporters, Architects
Auto Technology	Mechanical Industrial	Mechanics, Auto Body Repairers, Machinist
Business	Business Detail	Tax Preparers, Typist, Secretaries, Receptionists
Carpentry/Wood Technology	Mechanical	Carpenters, Brickmasons, Painters, Roofers
Computer Science	Scientific	Systems Analysts, Technical Writers, Programmers
Drafting/Engineering	Mechanical Industrial	Engineers, Drafters, Surveyors, Engineering Technicians
Foreign Language	Artistic Humanitarian Leading-Influencing	Teachers, Musicians, Home Health Aides, Social Workers
Health/Health Occupations	Scientific Humanitarian	Nurses, Physical Therapists, Dieticians
Home Economics	Accommodating Selling Humanitarian	Child Care Workers, Cooks. Orderlies, Waiters
Horticulture/Agriculture	Plants and Animals Scientific	Biological Technologists, Veterinarians
Industrial Arts	Artistic Mechanical	Photographers, Cabinet Makers
Language Arts/English	Business Detail Selling Humanitarian Leading-Influencing	Writers, Editors, Public Relations Specialists, Advertising Agents
Mathematics	Scientific Mechanical Business Detail Leading-Influencing	Actuaries, Statisticians, Teachers, Financial Managers
Marketing	Selling	Cashiers, Real Estate Agents, Retail Salespersons
Music	Artistic	Composers, Dancers, Choreographers, Musicians
Physical Education	Physical Performing	Athletes, Coaches, Officials
Science	Scientific Humanitarian	Biological Scientists, Chemists, Physicians, Pharmacy Assistants
Social Studies	Protective Leading-Influencing	Police Officers, Lawyers, Paralegals

CHOICES NOT CHANCES

Directions: Use the Career Assessment Guide to summarize your findings

Summary and Action Plan

1. Career Interest Areas which best suit me at this time are: (check areas with most total ✓'s from worksheet.)

_____ Artistic	_____ Protective	_____ Business Detail	_____ Humanitarian
_____ Scientific	_____ Mechanical	_____ Selling	_____ Leading-Influencing
_____ Plants & Animals	_____ Industrial	_____ Accommodating	_____ Physical Performing

2. Occupations and related occupations which interest me are:

_____ _____
_____ _____

3. School subjects which will help me prepare for my career goals are:

_____ _____
_____ _____

4. Skills I will need to develop:

_____ _____
_____ _____

5. Action Plan: Things I need to do:

_____ Talk to someone working in a career area I am interested in

_____ Go to career center/library for more information

_____ Check what places can train me for these choices

_____ Update my 4-year plan

_____ Talk to my counselor/IEC about my choices

6. Suggestion: Put this Summary and Action Plan in your career portfolio for further reference.

Activity 3. The Career Key

The Career Key is designed to assist students to select possible career choices by matching their needs, values, abilities, skills, interest and aspirations to an occupation's demands and its potential to satisfy their needs. The information the student gathers is organized by the Holland Orientation Theory.

After administering The Career Key, explain to the student the six orientations according to the Holland Theory. They can then search in the following pages or in Career Choices for additional occupations that match their codes. Also available for students' use is, "Holland Personality Types and Work Environments and College Majors" in the User's Guide. Schools and agencies are allowed to copy The Career Key. See the copyright information at the bottom of The Career Key.

Holland's Personal Orientations (Lifestyles)

Or Preferred Approaches to Life Situations

REALISTIC people are characterized by competitive/assertive behavior and by interest in activities that require motor coordination, skill, and physical strength. People oriented toward this role prefer situations involving "action solutions" rather than tasks involving verbal or interpersonal skills. They like to take a concrete approach to problem-solving rather than relying on abstract theory. They tend to be interested in scientific or mechanical rather than cultural and aesthetic areas.

INVESTIGATIVE persons prefer to think rather than to act, to organize and understand rather than to persuade. They are not apt to be too "people oriented."

SOCIAL people seem to satisfy their needs in a teaching or helping situation. In contrast to investigative and realistic people, social types are drawn more to seek close interpersonal relationships and are less apt to engage in intellectual or extensive physical activity.

CONVENTIONAL people don't mind rules and regulations and emphasize self-control. They prefer structure and order to ambiguity in work and interpersonal situations. They place value on prestige or status.

ENTERPRISING people are verbally skills and use this skill in persuasion rather than support of others. They also value prestige and status and are more apt to pursue it than conventional people.

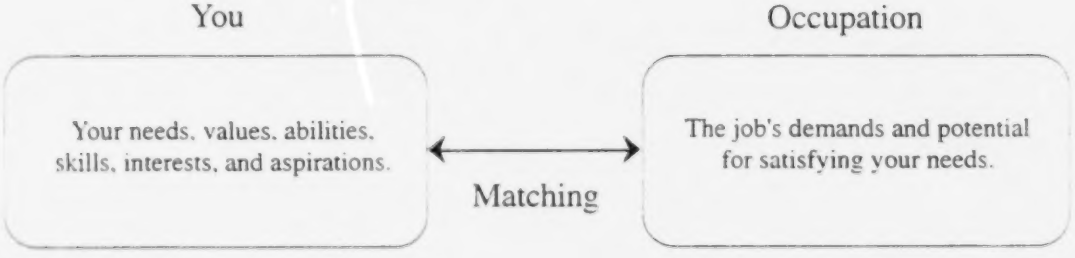
ARTISTIC people value self-expression and relations with others through artistic expression. They dislike structure, prefer tasks involving personal or physical skills, and are more prone to expression of emotion than others. They are like investigative people but are more interested in the cultural-aesthetic that the scientific.

The Career Key

Measure your interests and learn which jobs fit you best.

By Lawrence K. Jones, Ph.D, NCC

Choosing an occupation or a job is a matching process:


You
Occupation
Your needs, values, abilities, skills, interests, and aspirations.
Matching
The job's demands and potential for satisfying your needs.

The *Career Key* unlocks the mystery of this matching process. It will show you how to identify the jobs most likely to satisfy you.

Turn the page to begin.

Name _____ Date _____

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How You See Yourself

Read each statement below and decide how much it describes you. If the statement is very true of you, write a "*2*" on the line next to it. If the statement is mostly true of you, write in a "*1*". If the statement does not describe you, write in a "*0*".

R

____ I like to work with animals, tools, or machines.

____ Compared to others my age, I have good skills in working with tools, mechanical drawings, machines, or animals.

____ I value practical things you can see or touch like plants and animals you can grow, or things you can build or make better.

____ I am practical, mechanical, and realistic.

I

____ I like to study and solve math or science problems.

____ I am good at understanding and solving science and math problems, compared to others my age.

____ I value science.

____ I am precise, scientific, and intellectual.

A

____ I like to do creative activities like art, drama, crafts, dance, music, or creative writing.

____ Compared to others my age, I have good artistic abilities -- in creative writing, drama, crafts, music, or art.

____ I value the creative arts -- like drama, music, art, or the works of creative writers.

____ I am artistic, imaginative, original, and independent.

S

____ I like to do things where I can help people: like teaching, first aid, or giving information.

____ Compared to persons my age, I am good at teaching, counseling, nursing, or giving information.

____ I value helping people and solving social problems.

____ I am helpful, friendly, and trustworthy.

E

____ I like to lead and persuade people, and to sell things or ideas.

____ Compared to persons my age, I am good at leading people and selling things or ideas.

____ I value success in politics, leadership, or business.

____ I am energetic, ambitious, and sociable.

C

____ I like to work with numbers, records, or machines in a set, orderly way.

____ Compared to persons my age, I am good at working with written records and numbers in a systematic, orderly way.

____ I value success in business.

____ I am orderly, and good at following a set plan.

Now, add the number of points you have for the **R** statements. Write that sum on *Line 1* on the next page. Then, do the same for the other letters -- **I**, **A**, **S**, **E**, and **C**.

Appealing Occupations

For the jobs listed below, write a "*2*" next to those that *definitely interest or attract you in some way*. Write in a "*1*" for those that *might interest you*. And, write in a "*0*" for any that you are undecided about, that do not sound interesting, or that you would dislike.

R ___ Bus Driver
S ___ Physical Therapist
R ___ Fish & Game Warden
S ___ Librarian
R ___ Farmer
S ___ Nurse
C ___ Insurance Clerk
A ___ Clothes Designer
C ___ Court Stenographer
A ___ Dancer
C ___ Bank Teller
A ___ Musician
I ___ Biologist
E ___ Lawyer

R ___ Truck Mechanic
S ___ Counselor
R ___ Airplane Pilot
S ___ Speech Therapist
C ___ Bank Examiner
A ___ Actor/Actress
C ___ Bookkeeper
A ___ Artist
E ___ Sales Manager
I ___ Chemist
E ___ Apartment Manager
I ___ Astronomer
E ___ Radio/TV Announcer
I ___ Laboratory Technician

R ___ Carpenter
S ___ Social Worker
R ___ Mechanical Engineer
S ___ Teacher
C ___ Tax Expert
A ___ Novelist
C ___ Business Teacher
A ___ Singer
E ___ Salesperson
I ___ Electrical Engineer
E ___ Restaurant Manager
I ___ Chemical Technician
E ___ Insurance Sales Agent
I ___ Research Scientist

To the left of each job title you see a letter, an **R**, **I**, **A**, **S**, **E**, or **C**. Carefully add the number of points that you have for the seven **R** jobs, and write that sum in the space below on *Line 2*.
Do the same for the other letters: **I**, **A**, **S**, **E**, and **C**.

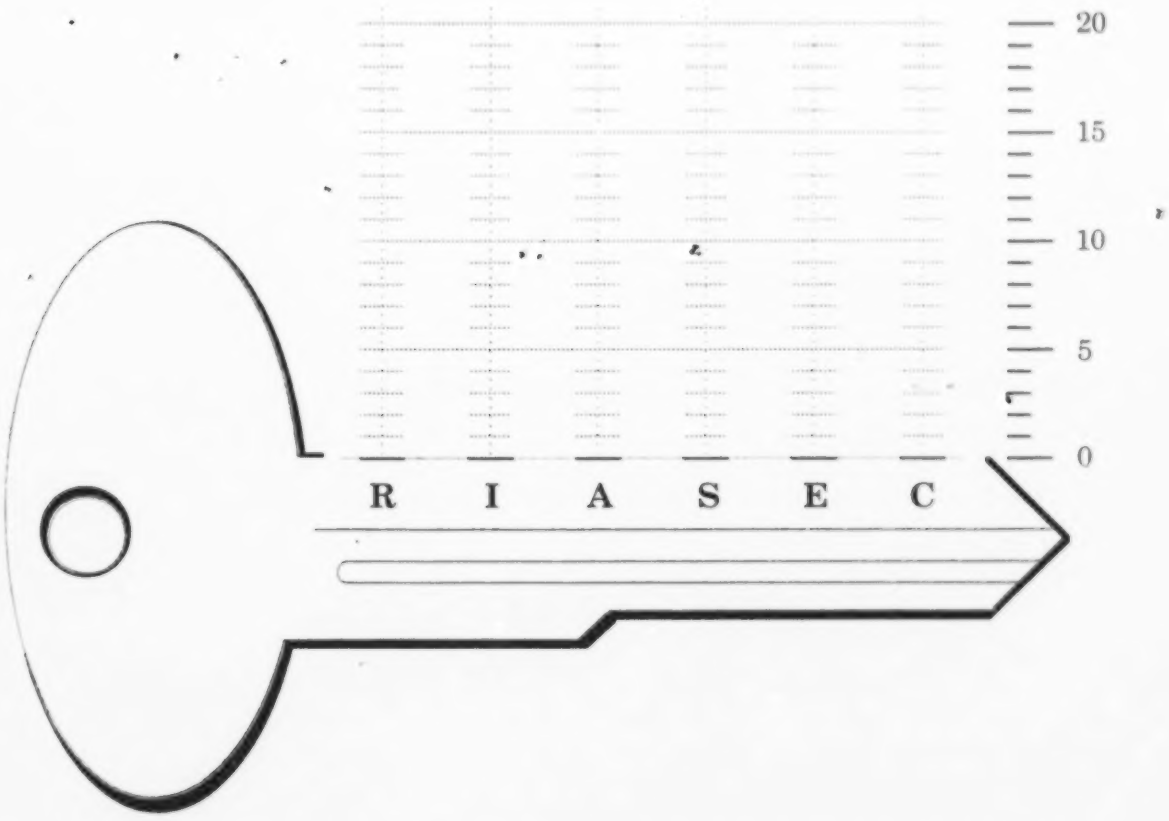
Now, add *lines 1* and *2* and put your answer on *Line 3* to get your total score.

	R	I	A	S	E	C
Line 1:	____	____	____	____	____	____
+						
Line 2:	____	____	____	____	____	____
Total: *Line 3:*	____	____	____	____	____	____

You will use your total scores on *Line 3* to make your Career Key on the next page.

Your Career Key

Now you are ready to construct your Career Key. Begin with the total number points you have for **R** from *Line 3* of the previous page. Make a small "x" on the graph below, above the **R** for that number.
Do the same for the remaining letters: **I**, **A**, **S**, **E**, and **C**. Once you have done this, draw a line connecting your "x's" to complete the key. This is your Career Key.



According to Dr. John Holland, there are six types of people -- Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. The highest scores on your Career Key are the personality types that you are most like.

On the next few pages, many jobs are listed. They are grouped in two ways:

1. The jobs are grouped according to the six personality types -- **R**ealistic, **I**nvestigative, **A**rtistic, **S**ocial, **E**nterprising, and **C**onventional.
2. Then, under each of the six types, the jobs are grouped into *work groups*. For example, see "**Engineering** [05.01]", on the next page. The workers in these groups of jobs have similar traits -- interests, skills, abilities, and level of training.

Read over the jobs listed for the two or three personality types that are highest on your Career Key. Place a checkmark (✔) next to those that interest you, or those you would like to know more about.

Realistic Occupations

Plants and Animals [03.01, 03.02, 03.03, 03.04]
- __ Animal Breeder
- __ Animal Trainer
- __ Dog Groomer
- __ Farmer
- __ Farm Manager
- __ Fish Farmer
- __ Forester
- __ Greenskeeper
- __ Horse Trainer
- __ Landscape Gardner
- __ Livestock Rancher
- __ Logger
- __ Nursery Manager
- __ Supervisor, Livestock-Yard
- __ Teacher, Vocational-Agricultural
- __ Tree Surgeon

Safety and Law Enforcement [04.01, 04.02]
- __ Detective
- __ Fire Chief
- __ Fire Fighter
- __ Fire Inspector
- __ Fish and Game Warden
- __ Narcotics Investigator
- __ Park Ranger
- __ Police Officer
- __ Security Guard
- __ Highway Patrol Officer
- __ Wildlife Agent

See also Regulations Enforcement, under Conventional Occupations.

Engineering [05.01]
- __ Aeronautical Engineer
- __ Agricultural Engineer
- __ Air Analyst
- __ Architect
- __ Chemical Engineer
- __ Civil Engineer
- __ Electrical Engineer
- __ Electrical Technician
- __ Electronics Engineer
- __ Electronics Technician
- __ Instrument Technician
- __ Land Surveyor
- __ Landscape Architect
- __ Laser Technician
- __ Materials Engineer
- __ Mechanical Engineer
- __ Mechanical-Engineering
- __ Nuclear Engineer
- __ Plant Engineer
- __ Pollution-Control Engineer
- __ Safety Engineer
- __ Sales-Engineer
- __ Software Technician
- __ Teacher, Industrial Arts
- __ Tool Designer

Engineering Technology [05.03]
- __ Air Traffic Controller
- __ Building Inspector
- __ Commercial Drafter
- __ Industrial Engineering Technician
- __ Marine Surveyor
- __ Pollution-Control Technician
- __ Radio/TV Transmitter Operator
- __ Safety Inspector
- __ Technical Illustrator
- __ Traffic Technician

Managerial Work: Mechanical [05.02]
- __ Manager, Food Processing Plant
- __ Manager, Solid-Waste-Disposal
- __ Radio/TV Technical Director
- __ Superintendent, Maintenance
- __ Water Control Supervisor

Vehicle Operation [05.04, 05.08, 09.03]
- __ Air Plane Pilot
- __ Flying Instructor
- __ Helicopter Pilot
- __ Master or Ship Captain
- __ Ambulance Driver
- __ Bus Driver
- __ Locomotive Engineer
- __ Taxi Driver
- __ Truck Driver

Craft Technology [05.05]
- __ Bricklayer
- __ Carpenter
- __ Oil-Burner-Servicer and Installer
- __ Paperhanger
- __ Plumber
- __ Tile Setter
- __ Avionics Technician (aircraft electronics)
- __ Cable-Television Technician
- __ TV or Computer Repairer
- __ Electrician
- __ Elevator Repairer
- __ Electric Line Repairer
- __ Telephone Office Repairer
- __ Machinist
- __ Sheet-Metal Worker
- __ Structural-Steel Worker
- __ Tool-and-Die Maker
- __ Welder
- __ Cabinetmaker
- __ Aircraft Mechanic
- __ Automobile Mechanic
- __ Diesel Mechanic
- __ Furnace Installer-Repairer
- __ Locksmith
- __ Refrigeration Mechanic
- __ Small-Engine Mechanic
- __ Camera Repairer
- __ Dental Laboratory Technician
- __ Optician
- __ Orthodontic Technician
- __ Offset-Press Operator
- __ Piano Tuner
- __ Pipe-Organ Installer
- __ Tailor or Dressmaker
- __ Furniture Upholsterer
- __ Shoe Repairer
- __ Chef
- __ Dietetic Technician

Systems Operation [05.06]
- __ Boiler Operator
- __ Electric Power Plant Operator
- __ Refrigerating Engineer
- __ Water-Treatment-Plant Operator

Quality Control [05.07, 06.0
- __ Airplane Inspector
- __ Garment Inspector
- __ Machine Tester
- __ Meat Grader
- __ Telephone Equipment Inspector

Turn the page for more Realistic occupations.

Realistic (continued)

Crafts [05.10]
__ Appliance Repairer
__ Baker
__ Cook
__ Diver
__ Farm Equipment Mechanic
__ Floor Covering Installer
__ Glazier (glass installer)
__ Meatcutter
__ Painter
__ Recording Engineer
__ Roofer

Equipment Operation [05.11]
__ Bulldozer Operator
__ Miner
__ Power-Shovel Operator
__ Tower-Crane Operator

Production Technology [06.01, 06.02]
__ Dry Cleaner
__ Precision-Lens Grinder
__ Quality-Control Inspector
__ Supervisor, Engine Assembly

Craft Arts [01.06]
__ Graphic Arts Technician
__ Jeweler
__ Taxidermist

Investigative Occupations

Physical Sciences [02.01]
__ Astronomer
__ Chemist
__ Environmental Analyst
__ Geographer
__ Geologist
__ Hydrologist
__ Mathematician
__ Metallurgist, Physical
__ Meteorologist
__ Oceanographer
__ Paleontologist
__ Physicist
__ Teacher, Physical Sciences

Life Sciences [02.02]
__ Animal Scientist
__ Anthropologist, Physical
__ Biochemist
__ Biologist
__ Botanist
__ Biomedical Engineer
__ Coroner
__ Entomologist
__ Food Technologist
__ Geneticist
__ Horticulturist
__ Microbiologist
__ Plant Breeder
__ Pharmacologist
__ Plant Pathologist
__ Soil Scientist
__ Soil Conservationist
__ Teacher, Life Sciences
__ Zoologist

Medical Sciences [02.03]
__ Anesthesiologist
__ Audiologist
__ Cardiologist
__ Chiropractor
__ Dentist
__ Dermatologist
__ General Practicing Physician
__ Gynecologist
__ Internist
__ Neurologist
__ Obstetrician
__ Opthalmologist
__ Optometrist
__ Pediatrician
__ Podiatrist
__ Psychiatist
__ Radiologist
__ Surgeon
__ Speech Pathologist
__ Urologist
__ Veterinarian

Laboratory Technology [02.04]
__ Biomedical Equipment Technician
__ Chemical Technician
__ Dental-Laboratory Technician
__ Dietetic Technician
__ Embalmer
__ Laboratory Technician
__ Metalurgic Technician
__ Orthodontic Technician
__ Pharmacist
__ Photographic Darkroom Technician
__ Physical Therapy Technician
__ Seed Analyst
__ Ultrasound Medical Technologist

Mathematics and Statistics [11.01]
__ Actuary
__ Computer Programmer
__ Financial Analyst
__ Mathematical Technician
__ Statistician
__ Systems Analyst
__ Teacher, Mathematics

Social Research [11.03]
__ Archeologist
__ Anthropologist
__ Developmental Psychologist
__ Historian
__ Industrial Psychologist
__ Political Scientist
__ Sociologist
__ Urban Planner

Artistic Occupations

Literary Arts [01.01]
__ Book Editor
__ Critic
__ Editorial Writer
__ Film Editor
__ Playwright
__ Screen Writer
__ Writer

Visual Arts [01.02]
__ Architect
__ Art Teacher
__ Cartoonist
__ Clothes Designer
__ Fashion Artist
__ Graphic Designer
__ Illustrator
__ Industrial Designer
__ Interior Designer
__ Landscape Architect
__ Painter
__ Photographer
__ Set Designer
__ Technical Illustrator
See also Craft Arts, under Realistic Occupations.

Drama and Dance [01.03, 01.05, 01.07, 01.08]
__ Actor/Actress
__ Comedian
__ Dancer
__ Dancing Instructor
__ Drama Teacher

__ Model
__ Motion Picture Director
__ Radio and Television Announcer
__ Stage Director

Music [01.04]
__ Choral Director
__ Composer
__ Music Director
__ Music Teacher
__ Musician
__ Orchestra Conductor
__ Singer

Social Occupations

Social Services [10.01]
__ Career Counselor
__ Clergy or Religious Workers
__ Clinical Psychologist
__ Counselor
__ Counseling Psychologist
__ Dean of Students
__ Parole Officer
__ School Counselor
__ School Psychologist
__ Social Worker, Psychiatric
__ Social Worker, School
__ Vocational-Rehabilitation Counselor

Nursing, Therapy & Specialized Teaching [10.02]
__ Athletic Trainer
__ Dental Hygienist
__ Licensed Practical Nurse
__ Nurse
__ Nurse Instructor
__ Occupational Therapist
__ Physical Therapist
__ Physician Assistant
__ Radiologic (X-ray) Technologist
__ Recreation Therapist
__ Respiratory Therapist
__ Teacher, Handicapped Students
__ Teacher, Kindergarten

Child and Adult Care [10.03]
__ Emergency Medical Technician
__ Hospital Orderly
__ Nurse Aide
__ Practical Nurse

Educational and Library Services [11.02]
__ Director, Museum or Zoo
__ Extension Service Specialist
__ Home Economist
__ Librarian
__ Music Librarian
__ School Media Specialist
__ Teacher, College
__ Teacher, Elementary
__ Teacher, High School
__ Teacher, Technology

Sports [12.01, 12.02]
__ Head Coach
__ Professional Athlete
__ Scout, Professional
__ Sports Instructor
__ Umpire

Enterprising Occupations

Sales [08.01, 08.02]
__ Auctioneer
__ Buyer
__ Driver, Sales Route
__ Fund Raiser
__ Pawn Broker
__ Sales Agent, Financial Services
__ Sales Agent, Insurance
__ Sales Agent, Real Estate
__ Salesperson, Automobiles
__ Salesperson, Office Machines
__ Sales Representative, Aircraft
__ Salesperson, Computers
__ Telephone Solicitor
__ Travel Agent
__ Wedding Consultant

Hospitality, Beauty, and Customer Services [09.01, 09.02, 09.04, 09.05]
__ Automobile Rental Clerk
__ Barber
__ Bartender
__ Cosmetologist
__ Flight Attendant
__ Guide, Hunting and Fishing
__ Hair Stylist
__ Manicurist
__ Masseur/Masseuse
__ Recreation Leader
__ Sales Clerk
__ Waiter/Waitress

Law [11.04]
__ Arbitrator
__ Customs Broker
__ District Attorney
__ Hearing Officer
__ Judge
__ Lawyer, Corporation
__ Lawyer, Criminal
__ Lawyer, Employment
__ Lawyer, Real Estate
__ Paralegal
__ Patent Agent

Business Administration [11.05]
__ Business Manager, College or University
__ Editor, Managing, Newspaper
__ Manager, Branch
__ Manager, City
__ Manager, Department Store
__ Manager, Industrial
__ Manager, Office
__ Manager, Personnel
__ Manager, Sales
__ President, Bank
__ Purchasing Agent

Finance [11.06]
__ Accountant
__ Appraiser
__ Auditor
__ Controller
__ Credit Analyst
__ Loan Officer
__ Market-Research Analyst
__ Sales Agent, Securities
__ Securities Trader
__ Treasurer
__ Underwriter

See also Mathematical Detail, under Conventional Occupations.

Administration of Services to the Public [11.07]
__ Administrator, Hospital
__ Curator
__ Director, Commission for the Blind
__ Director, School of Nursing
__ President, College
__ Public Health Educator
__ School Principal
__ Superintendent, Schools
__ Welfare Director

Enterprising (continued)

Communications [11.08]
__ Cryptanalyst
__ Editor, Newspaper
__ Editor, Technical and Scientific Publications
__ Radio/TV News Director
__ Reporter
__ Translator

Promotion [11.09]
__ Director, Fundraising
__ Foreign-Service Officer
__ Lobbyist
__ Manager, Advertising
__ Public-Relations Representative

Regulations Enforcement [11.10]
__ Chief Bank Examiner
__ Customs Inspector
__ Immigration Inspector
__ Industrial Hygienist
__ Inspector, Fraud
__ Safety Inspector
See also Safety and Law Enforcement, under Realistic Occupations.

Business Management [11.11]
__ Director, Food Services
__ Director, Funeral
__ Manager, Apartment House
__ Manager, Department
__ Manager, Fast Food Services
__ Manager, Health Club
__ Manager, Hotel or Motel
__ Manager, Market
__ Manager, Retail Store
__ Manager, Truck Terminal

Contracts and Claims [11.12]
__ Booking Manager
__ Claim Adjuster
__ Contract Administrator
__ Literary Agent
__ Real Estate Agent

Conventional Occupations

Administrative Detail [07.01]
__ Court Clerk
__ Credit Counselor
__ Driver's License Examiner
__ Elgibility Worker
__ Financial-Aid Counselor
__ Manager, Office
__ Medical Secretary
__ Secretary
__ Title Examiner
__ Town Clerk

Mathematical Detail [07.02]
__ Accountant Analyst
__ Bookkeeper
__ Insurance Claim Examiner
__ Insurance Clerk
__ Payroll Clerk
__ Statistical Clerk
__ Tax Clerk
See also Finance, under Enterprising Occupations.

Financial Detail [07.03]
__ Bank Teller
__ Cashier
__ Post Office Clerk
__ Ticket Agent
__ Ticket Seller

Oral Communications [07.04]
__ Communication-Center Operator (aircraft)
__ Customer Service Representative
__ Dispatcher, Maintenance
__ Hotel Clerk
__ Information Clerk
__ Receptionist
__ Reservation Agent, Airline
__ Taxicab Dispatcher
__ Telephone Operator

Records Processing [07.05, 07.06, 07.07]
__ Clerk, General
__ Clerk-Typist
__ Computer Terminal Operator
__ Fingerprint Clerk
__ File Clerk
__ Keyboard Operator
__ Mail Carrier
__ Mecical Record Technician
__ Mortgage Loan Processor
__ Proofreader
__ Reservation Clerk
__ Stenographer
__ Title Searcher

Further Career Exploration

Now, learn more about the jobs you checked. If you live in the U.S., look in the *Guide for Occupational Exploration*. The four-digit numbers (e.g., [11.10]) will help you get information about these jobs and additional ones like them. The *Occupational Outlook Handbook* is another excellent book. Look at a recent edition in your local library. You can also see it on the Internet at "http://www.bls.gov/ocohome.htm". Be sure to also visit the Career Key Web site at "http://www.ncsu.edu/careerkey".

Interviewing people in the work you are considering is another good strategy. Do volunteer work or take a part-time job in your area of interest. Talk with a career counselor.

Career exploration pays off. You will develop a clearer view of yourself and the jobs that best fit you.

HOLLAND PERSONALITY TYPES AND WORK ENVIRONMENTS
OCCUPATIONS AND COLLEGE MAJORS

REALISTIC

Personality	Work Environments	Sample Occupations	Sample College Majors
•prefers to work with things •present oriented •structured patterns of thoughts •mechanical •athletic •persistent	•technical/mechanical •production oriented •hands on tasks •industrial •outdoors	•Animal Caretakers(RCE) •Drywall Installers(RCE) •Heating/Air Refrigerator Mechanics(REC) •Auto Mechanics(RES) •Cooks(RSE) •Electricians/Electrical Engineering Technicians(RES) •Printing Machine Operators(RIC)	•Welding(REI) •Animal Care Technology (REI) •Heating/Air Technology (RES) •Forestry(REI) •Marine Technology (REA) •Building Construction Technology (RIE) •Robotic Technology (RIS) •Electrical Engineering (RIE)

INVESTIGATIVE

Personality	Work Environments	Sample Occupations	Sample College Majors
•analytical •mathematical •scientific •originality •problem solver	•rewards high academic achievement •uses technical abilities to complete tasks •creative scrutiny of physical biological or cultural theories	•Chemist/Biological Scientist(IER) •Computer Analyst(IER) •Drafters(IRE) •Medical Lab Technician(IRE) •Veterinarian/Veterinarian Technicians(IRE) •Emergency Medical Technicians(IRE) •Technical Writers(IRS) •Physician Assistants(ISA)	•Environmental Science Technology(IRE) •Veterinary Medical Technology(IRE) •Chemical Engineering Technology(IRE) •Drafting Technology(IRE) •Operating Room Technology(ISA) •Computer Emergency Technology(IRE) • Genetics (IRS) • Physician Assistant(ISA) • Medicine, MD (IRS)

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HOLLAND PERSONALITY TYPES AND WORK ENVIRONMENTS
OCCUPATIONS AND COLLEGE MAJORS

ARTISTIC

Personality	Work Environments	Sample Occupations	Sample College Majors
•rely on feelings & imagination	•unstructured	•Artistic/Commercial Artist(AES)	•Clay Productions Crafts(AIR)
•expressive	•allows non-conformity	•Designers(AES)	•Commercial Art(AEI)
•intuitive	•allows originality	•Musical Directors(AES)	•Commercial Graphics(AES)
•values esthetics	•rewards creativity	•Instrumental Musicians(AES)	•Interior Design(AES)
		•Photographers (ASE)	•Fine & Creative Wood Working(AES)
		•Writers/Editors(ASE)	•Fiber Production Crafts(AES)
		•Architects(AIE)	•Architecture (AIR)
			•Art/Art Teacher (ASE)

SOCIAL

Personality	Work Environments	Sample Occupations	Sample College Majors
•sensitive to needs of others	•cooperative	•Teachers(SAE)	•Child Care Workers (SAE)
•helpful, caring, empathic	•interactive	•Clergy (SAI)	•Early Childhood Associate(SAE)
•enjoys interpersonal gatherings	•provides services to others	•Nurses/Nurses Aids(SIE)	•Nurse Education(SIA)
•values educational & social issues	•rewards personal growth in others	•Police Affairs((SER)	•Home Health(SER)
		•Counselors(SEC)	•Physical Therapist Assistant(SCR)
		•Home Health Aids(SER)	•Basic Law Enforcement(SER)
		•Physical Therapist/Assistants(SEC)	•Paralegal Technology(SEC)
		•Librarians/Library	•Recreation Associate(SCR)

HOLLAND PERSONALITY TYPES AND WORK ENVIRONMENTS
OCCUPATIONS AND COLLEGE MAJORS

ENTERPRISING

Personality	Work Environments	Sample Occupations	Sample College Major
•adventurous	•managerial roles in organizations	•Lawyers (ESA)	•Banking & Finance(ESR)
•leadership	•business driven	•Sales Representatives(ESA)	•Fashion Merchandising & Marketing(ESA)
•persuasive	•entrepreneurial	•Public Relations Specialist(ESA)	•Food Service Management(ESC)
•value political & economic matters	•rewards monetary gains & achievements	•Financial Analyst(ESC)	•Hospitality/Tourism(ESR)
		•Travel Agents (ESA)	•Business Administrator(ESC)
		•Flight Attendants (ESC)	•Personnel Management(ESR)
		•Hairdressers/Cosmetologist(ESR)	•Real Estate
		•Reporters (EAS)	•Hotel & Restaurant Management(ESR)
			•Law, J.D. (ESA)

CONVENTIONAL

Personality	Work Environments	Sample Occupations	Sample College Major
•structured	•business-detail	•Accountants(CES)	•Business Computer Programming(CRI)
•accurate	•data generated	•Mail Clerks (CRS)	•Court Reporting(CSE)
•detail- oriented	•traditional	•Bank Tellers(CSE)	•Data Entry Operations(CSE)
•loyal followers	•rewards conformity & dependability	•Cashiers(CSE)	•General Office(CSE)
		•Office Clerks(CSE)	•Secretarial - Legal (CSE)
		•Medical Record Technician(CSE)	•Medical Record Technology(CSE)
		•Secretaries(CSE)	•Broadcast Technology(CER)
		•Bookkeepers(CSR)	

Activity 4. Life Style Considerations

Directions: Answer the following questions in the spaces provided.

1. Describe your present life style. What are your hobbies. What do you do when you are not working or in school?

2. What part of your life do you enjoy the most? Time with family? Learning new things? Socializing with friends? Other?

3. What part of your life do you dislike? Do you expect this to change?

4. Who are the most important people in your life and how do they influence your decisions?

5. If you have been previously employed, what are 3 things about your job that you liked? What 3 things about your job did you dislike?

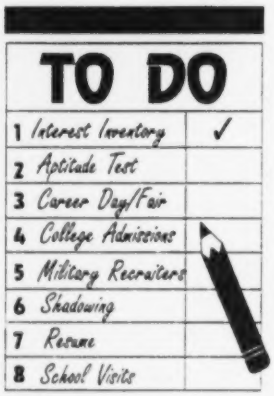
LIKES	DISLIKES
1._____	1._____
2._____	2._____
3._____	3._____

6. List four occupations that you have thought about doing? State why each appeals to you?

1. _____
_____
2. _____
_____
3. _____
_____
4. _____
_____

Activity 5. **Career Planning TO DO List**

Directions: Check (✓) the things you have finished in your career planning process.



Have you:

_____ 1. Taken an interest inventory?

_____ 2. Taken an aptitude or abilities test?

_____ 3. Used a computerized information system?

_____ 4. Used or checked on books on careers from your school?

_____ 5. Interviewed someone in an occupation of interest to you?

_____ 6. Attended a Career Fair or Career Day in your school or community?

_____ 7. Talked to college admissions representatives?

_____ 8. Talked to military recruiters?

_____ 9. Looked at college catalogues?

_____ 10. Reviewed career/college plans with your parents?

_____ 11. Completed a career shadowing program?

_____ 12. Discussed your career/college plans with a school counselor or advisor?

_____ 13. Prepared a resume?

_____ 14. Visited schools you are interested in attending?

Look at your list. What things have you not accomplished yet? Try to make plans to do these if/when appropriate.

Activity 5a. Career Values Auction

Directions: Work values refer to the personal satisfaction a worker derives from a job. Following are several statements about work values. You have $500 to spend on the values most important to you. Examples of work values are listed below. Add others if needed. You may bid on as few or as many as you want, up to $500.

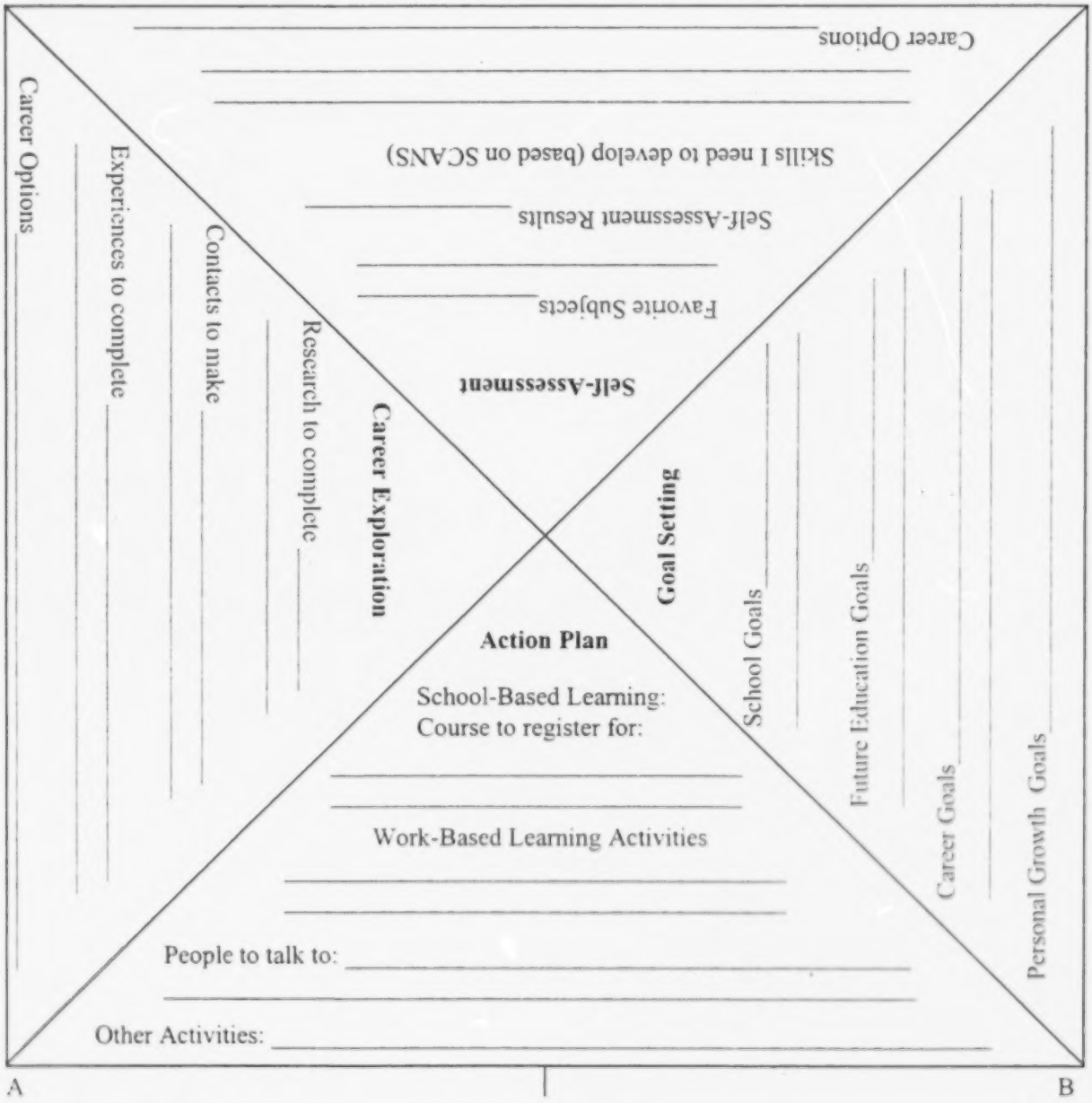
1. Decide which one(s) you want.
2. Decide how much you will bid for the items you want.

	Amount I Budgeted	Amount I Bid
A job where I can experience competition and success		
A job that is structured; I leave at 5 p.m. and don't take work home		
A job where I can work part-time or a flexible schedule		
A job where I work in an office most of the day		
A job where I work outside most of the day.		
A job where I get ideas from bright, interesting co-workers		
A job where I can use my hands and see the product of my work		
A job where I can be my own boss		
A job where I can work with words, do a lot of writing, speaking		
A job where I get to travel		
A job where I can work with numbers		
A job where I can earn enough money to buy what I want most		
A job in an area of the country where I want to live		
A job where I can directly help people to better their lives		
A job where I can be creative and independent		
A job with a variety of tasks and new challenges		
Other		

See Lesson Plan, page 7

Activity 5b. Career Planning Pyramid

Directions: To create your Career Planning Pyramid, complete the four sections. Fold the square along the solid lines. The Action Plan becomes the inner part of your pyramid when A and B meet. Use a paper clip to secure the hidden panel of your pyramid. Now you have a career plan with dimension.



Activity 5c. Career Awareness

Career Alphabet

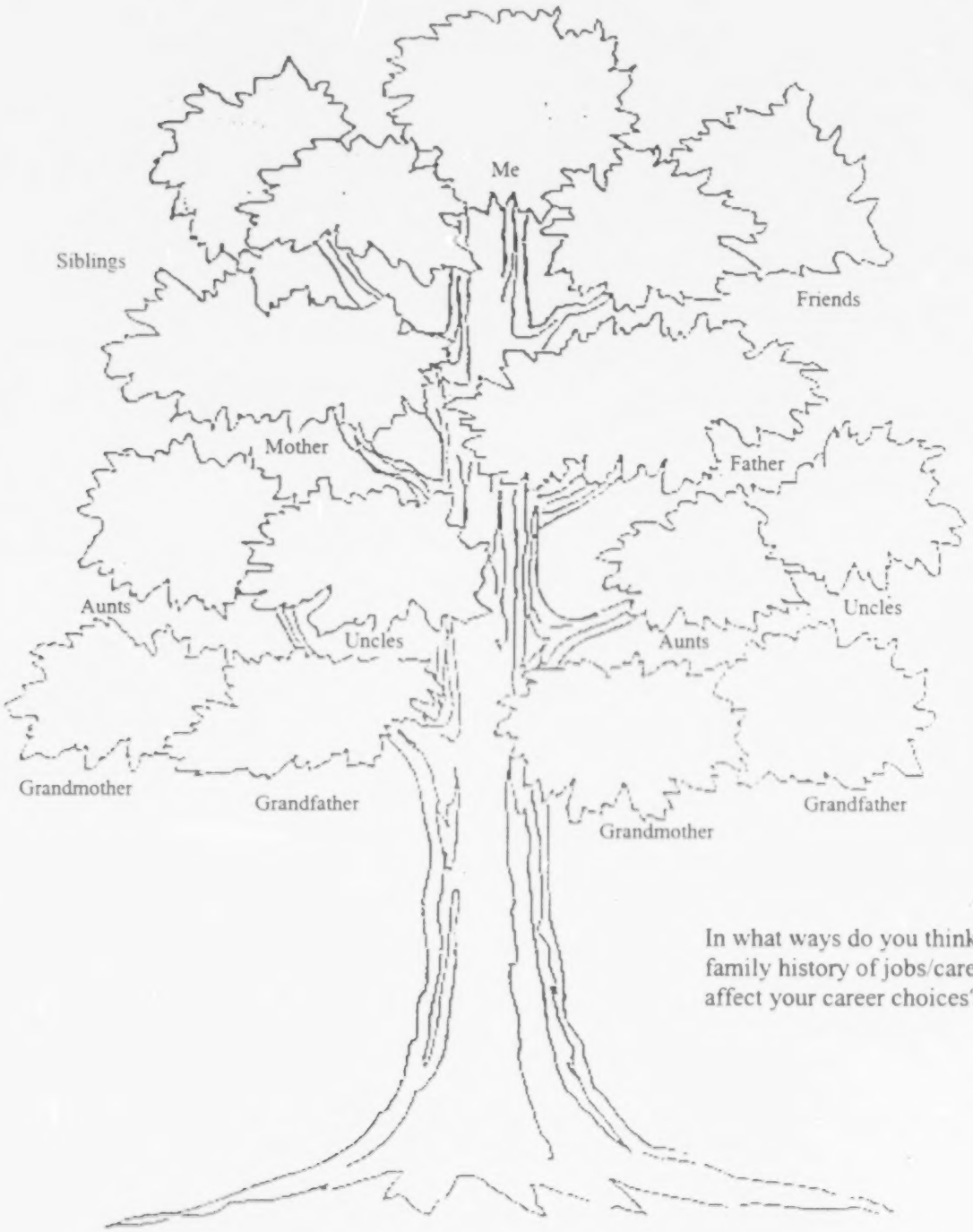
Directions: Write at least one career that starts with each of the following letters (i.e., A = astronaut). If you get stuck for answers, check the list of occupations in Career Choices.

A	_____	_____	_____
B	_____	_____	_____
C	_____	_____	_____
D	_____	_____	_____
E	_____	_____	_____
F	_____	_____	_____
G	_____	_____	_____
H	_____	_____	_____
I	_____	_____	_____
J	_____	_____	_____
K	_____	_____	_____
L	_____	_____	_____
M	_____	_____	_____
N	_____	_____	_____
O	_____	_____	_____
P	_____	_____	_____
Q	_____	_____	_____
R	_____	_____	_____
S	_____	_____	_____
T	_____	_____	_____
U	_____	_____	_____
V	_____	_____	_____
W	_____	_____	_____
X	_____	_____	_____
Y	_____	_____	_____
Z	_____	_____	_____

Circle three careers that reflect your interests and you would like to learn more about.

Activity 5d. Family Job Tree

Directions: Fill in the jobs that your family members hold or have held in the past.



In what ways do you think your family history of jobs/careers might affect your career choices?

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II

CAREER EXPLORATION

CAREER EXPLORATION

After assessing one's self, the second step in the career planning process is to locate information about careers. Career information is everywhere. You need to know where resources are located and the kind of information they provide. Careers are rapidly changing and career information needs to stay current with these changes.

Local Publications and Resources

- Classified ads in newspapers
- Job advertisements on TV and radio stations
- Advertisements on neighborhood bulletin boards
- Newspaper articles to discover new and expanding companies in your area
- Yellow pages in telephone directory (group companies together according to what they do or make to match your skills and interests)
- Trade and professional journals
- Books in the careers section of your local library
- Internet

State Government Resources from:

NC State Occupational Information Coordinating Committee
700 Wade Avenue
PO Box 25903
Raleigh, NC 27611
(919) 733-6700
FAX (919) 733-8662

Career Choices in North Carolina, an annual tabloid designed to provide occupational and career information in a useful, readable format. Distribution is primarily through the public schools, SOICC agencies, and other programs. A User's Guide of activities for the tabloid is produced to support its classroom or group use.

Getting Started: North Carolina Jobs and Careers, a paperback resource for teachers, counselors and job placement professionals. It contains occupational profiles on 234 N.C. occupations, a section on labor market trends, one on job seeking skills, and a resources section. It is updated every three years.

North Carolina Careers, a micro computer based career exploration system, providing information on over 400 N.C. occupations and 171 N.C. educational training sites. The system helps individuals: explore careers by relating their personal characteristics to compatible job or career possibilities; find and compare information on specific occupations; and locate and learn about N.C. education and training programs.

Micro Occupational Information System (OIS), North Carolina's micro computerized data base and delivery system of occupational and labor market information for state and local planners, administrators and job developers. The Micro OIS provides information on current and projected worker demand by occupations; supply of school and training program completers; wages and occupational characteristics; post-secondary education institutions and training grams; the distribution of occupations by industry; and a supplemental directory listing N.C. employers.

N.C. Career Explorer is an on-line school wide career development service for educators, counselors and students. The goal is to provide relavent, current information to help students research and explore career options, and to provide a dynamic resource for school professionals. Career Explorer offers a wealth of resources for career and library resource centers, in the classroom, or for personal or professional development. They help you identify career opportunities, enhance vital life skills, encourage self-development, prepare and deliver instructional or training materials, and participate in a discussion. Career Explorer On-line publishes five articles five days a week. A 1997-98 statewide pilot of the program is available by subscription through the NC SOICC.

from: N.C. Employment Security Commission
Labor Market Information Division
P.O. Box 25903
Raleigh, NC 27611
(919) 733-2936
FAX (919) 733-8662

Employment Projections for State, MSA and Planning Regions (Trends to Year 2000), presents occupational outlook information with support narrative.

Occupations Which Require Licensing in North Carolina, a summary of business licensing practices in North Carolina.

Wage Rates in Selected Occupations, a statistical report of prevailing wage rates for selected production and non-production occupations in major North Carolina industries.

Internet options-Provide access to additional LMI information: www.esc.state.nc.us

for the: N.C. Department of Commerce
from: Harris Publishing
2057 Aurora Road
Twinsburg, Ohio 44087
1-800-888-5900
FAX (800) 643-5997

North Carolina Manufacturing Directory, specific information on more than 9,000 industries in North Carolina arranged by six sections: alphabetically, by county; by four digit SIC sequences and product description; by two digit SIC and purchase description; and by two digit SIC and products exported/imported. Cost - $89.00 per copy, 1997. A "Harris Selectory" is available on diskette.

Federal Government Publications

from: US Government Bookstore
First Union Plaza
999 Peachtree Street, NE, Suite 120
Atlanta , GA 30309-3964
(404) 347-1900
FAX (404) 347-1897

Dictionary of Occupational Titles (DOT), defines and classifies more than 13,000 occupations that are performed for pay or profit in the United States economy. Each occupations has an occupational title, a unique nine-digit code and a definition. Under development is an new electronic database, the O*Net, which will include additional information and intended to replace the DOT. Updates are available on the Internet: http://www/doleta.gov/programs/onet

Guide for Occupational Exploration (GOE) , provides supportive career and occupational information in 12 broad occupational interest areas, 66 workgroups, 348 subgroups.

Occupational Outlook Handbook (OOH) contains detailed career information about approximately 200 occupations clustered into 19 broad groupings. The OOH presents descriptions of the nature of an occupation; working conditions; the education, training, and other qualifications needed; job outlook; earnings; related occupations; and sources of additional information.

Occupational Outlook Quarterly (OOQ) is a journal published four times a year. The OOQ contains current information about occupations, employment outlook, training opportunities, salary trends and labor market trends.

Standard Industrial Classification Manual (SIC) codes all types of business establishments in the U.S. economy according to type of product or service. It categorizes industries into division, major groups, and sub-groups, and describes the nature of the industries.

Career Guide to Industries (CGI), provides information on the nature of the industry, outlook, employment, earnings, training and advancement in 40 diverse industries.

from: U.S. Department of Defense
N.C. Military Entrance Processing
Station (MEPS)
2625 Appliance Court
Raleigh, NC 27604
(919) 834-7535
(or)
401 W. Trade Street
Box 34129
Charlotte, NC 25202-1626
(704) 344-6415

Military Careers, a guide containing descriptions of 197 enlisted and officer military occupations, military career paths and an ASVAB qualification graph.

Activity 6. Career Exploration

Directions: Use the career information in Career Choices to answer the following questions about a career of interest to you.

Title of occupation _____

1. Description of occupation: _____

_____

2. What is the amount of education and training suggested for the occupation?

_____

3. What are the average wages or salary for this occupation in North Carolina?

_____

4. What is the employment outlook for this occupation?

_____

5. List the places where people in this occupation may work.

_____

_____

6. Does this occupation deal mainly with people, data, things, or ideas?

_____

7. What school subjects or courses would help you prepare for this occupation?

_____

_____

8. This occupation interests me because:

_____

_____

9. List name of person(s) you know (or know of) who are in this occupation.

_____

_____

Activity 7. Career Research

Directions: Use the information in Career Choices and additional resources to answer the questions about a career of interest to you.

Title of Occupation _____

1. Description of occupation including main duties and responsibilities.

_____

_____

2. What are the education and training requirements for the occupation?

_____

_____

3. List other required qualifications such as licensing, certifications, etc.

_____

_____

4. What are the average wages or salary for this occupation?

_____

5. What is the employment outlook for this occupation?

_____

6. List the places where people in this occupation may work.

_____

_____

7. What are the opportunities for advancement?

_____

_____

8. List other occupations that are similar or related.

_____

_____

9. Is this occupation available in your area? List companies, businesses or places of employment in your area in which this occupation is located.

_____

_____

_____

10. What school subjects or courses would help you prepare for this occupation?

_____

_____

_____

11. Does this occupation deal mainly with people, data, things or ideas?

_____

12. Do you think you have the aptitude (potential ability) for this occupation?

_____

13. This occupation interests me because:

_____

_____

_____

14. List three (3) resources (books, publications, magazines, computerized information, etc.) used for this research.

_____

_____

_____

15. List name and title of person(s) that may have helped you locate this information.

_____

_____

16. List name of person(s) you know (or know of) who are in this occupation.

_____

_____

Activity 8. Job Outlook

Directions: Discuss the following concepts concerning employment projections.

- The labor market is the interaction of people competing for jobs and employers competing for workers.

- Employers hire to either:
  1. Replace a worker, or
  2. Fill a newly created job

- Most openings occur due to the first example - replacing workers as people leave a job, return to school, retire or die.

- When looking at occupational trend data, it is important to distinguish between occupations with most openings vs. fastest growing occupations.

- Which category produces the most actual job openings? It depends on the total number of employees in that particular occupation.

- A small occupation may be growing rapidly but requires only a few new workers each year. A large occupation may be growing slowly or not at all, but may require a large number of workers annually to replace retiring employees.

JOB OUTLOOK - Career Briefs

Employment Projections for N.C. 1994-2005 Growth Rate

If the statement reads...	Employment is projected to ...
Above Average	Increase over 2.0% per year
Average	Increase .6% to 2.0% per year
Below Average	Increase less than .6% per year

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North Carolina's fastest growing jobs include many "technology oriented" and service occupations. Many of these will be newly created jobs resulting from increased demand for related goods and services. Although experiencing a high RATE of growth the actual number of employees needed in these occupations may be relatively small.

OCCUPATIONS WITH THE FASTEST ANNUAL GROWTH RATE IN NORTH CAROLINA * 1994-2005

	Annual Average % Increase	Jobs 2005
Computer Engineers	11.8	8837
Systems Analysts, Electronic Data Processing	11.7	24562
Personal and Home Care Aides	9.1	10242
Physical and Corrective Therapy Assistants and Aides	9.0	3810
Medical Records Technicians	8.3	4177
Physical Therapists	8.1	4651
Residential Counselors	7.8	8007
Pest Controllers and Assistants	7.8	4513
Medical Assistants	7.7	6719
Paralegal Personnel	7.6	3610
Home Health Aides	7.5	22669
Correction Officers and Jailers	7.0	18127
Human Services Workers	6.8	7147
Computer Support Specialists	6.7	4083
Speech-Language Pathologists and Audiologists	6.2	3636
Respiratory Therapists	6.1	2799
Nursing Aides, Orderlies, and Attendants	5.9	67249
Amusement and Recreation Attendants	5.9	10379
Guards and Watch Guards	5.8	33670
Data Processing Equipment Repairers	5.8	2775
Dental Assistants	5.6	7037
Dental Hygienists	5.6	4379
Radiologic Technicians	5.5	2407
Radiologic Technologists	5.2	4428
Hotel Desk Clerks	5.1	6152
Management Analysts	5.1	3673
Numerical Control Machine Tool Operators and Tenders, Metal	5.0	4824
Counter and Rental Clerks	4.9	14181
Teacher, Special Education	4.9	15257
Housekeeping Supervisors	4.9	4708
Licensed Practical Nurses	4.8	27951
Physicians and Surgeons	4.7	19125
Adjustment Clerks	4.6	18413
Instructors and Coaches, Sports and Physical Training	4.6	7844
Pharmacy Aides	4.6	2482
Medicine and Health Services Managers	4.5	6938
Pharmacy Technicians	4.5	4316
Police Patrol Officers	4.4	14705
Lawyers	4.4	13060
Sheriffs and Deputy Sheriffs	4.4	5340
Emergency Medical Technicians	4.3	5461
Food Service and Lodging Managers	4.2	32211
Registered Nurses	4.1	74646
Medical Secretaries	4.1	9666
Loan Officers and Counselors	4.1	7241

* Based on occupations with 100 or more average annual openings.

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North Carolina's occupations with the most annual openings are also predominantly service occupations. Most are in occupational fields where a large number of workers already exist. Job openings will come primarily from replacement of people leaving their jobs (through death and retirement) rather than from newly created jobs.

OCCUPATIONS WITH THE MOST ANNUAL OPENINGS IN NORTH CAROLINA * 1994-2005

Occupations	Annual Average Openings	Jobs 2005
Cashiers	6232	122369
Salespersons, Retail	5370	124235
Waiters & Waitresses	3777	65772
Nursing Aides, Orderlies, & Attendants	3027	67249
Janitors & Cleaners	2973	77203
Registered Nurses	2865	74646
General Office Clerks	2554	84062
Secretaries, Except Legal & Medical	2117	80420
Maids & Housekeeping Cleaners	1789	46915
Hand Packers & Packagers	1680	48337
Guards & Watch Guards	1570	33670
General Farm Workers	1546	55521
Assemblers & Fabricators	1502	55057
Truck Drivers, Heavy Or Tractor-Trailer	1494	62713
Maintenance Repairers, General Utility	1422	45133
Teachers, Secondary School	1407	33593
Food Service & Local Managers	1391	32211
Systems Analysts, Electronic Data Processing	1375	24562
Receptionists & Information Clerks	1353	33361
Licensed Practical Nurses	1238	27951
Sales Representatives	1131	39408
Home Health Aides	1121	22669
Carpenters	1100	34363
Food Preparation Workers	1095	39530
Teachers, Elementary School	1052	34010
Stock Clerks, Sales Floor	1009	36039
Financial Managers	983	25396
Automotive Mechanics	925	22997
Cooks, Restaurant	918	23374
Truck Drivers, Light	913	31335
Child Care Workers	904	27768
Bookkeeping, Accounting, & Auditing Clerks	903	56220
Correction Officers & Jailers	873	18127
Textile Machine Operators & Tenders	859	40624
Police Patrol Officers	845	14705
Combined Food Preparation & Service Workers	833	44771
Physicians & Surgeons	799	19125
Cooks, Specialty Fast Food	750	20790
Teacher Aides, Paraprofessional	727	21071
Counter & Rental Clerks	718	14181
Adjustment Clerks	689	18413
Sewing Machine Operators, Garment	677	33128
Teachers, Special Education	651	15257
Personal & Home Care Aides	591	10242
Accountants & Auditors	567	20552

* Occupations with positive growth rate.

Activity 9. Non-Traditional Careers

Definition: Department of Labor defines non-traditional as jobs in which fewer than 25% of the people in these occupations are held by one gender. For example, carpenter, electrian, brick mason, and auto mechanic are non-traditional for women.

Directions: Discuss the concepts and implications of non-traditional careers.

Non-Traditional Careers

FOR WOMEN

Police Officer
Scientist
Architect
Drafter
Office Equipment Repairer
Construction Worker
Carpenter
Mechanic
Auto Body Repairer
Greenskeeper
Engineer
Mathematician
Fireman
Electronics Technician
Surveyor
Small Appliance Repairer
Plumber/Pipefitter
Welder

Police Officer

FOR MEN

Cosmetologist
Elementary School Teacher
Secretary
Telephone Operator
Dietitian
Kindergarten Teacher
Registered Nurse
Child Care Worker
Licensed Practical Nurse
Flight Attendant
Stenographer
Librarian
Therapist
Dental Assistant

Secretary

Reference: Building Blocks for the Future II-9

Activity 10. Am I An Entrepreneur?

Directions: Test your entreprenurial quotient by circling the letter of the phrase that best describes you.

1. **Are you a self-starter?**
   a. I do things my own way. Nobody has to tell me to get going.
   b. If someone gets me started, I keep going all right.
   c. Easy does it, I don't put myself out until I have to.

2. **How do you feel about other people?**
   a. I like people. I can get along with just about anybody.
   b. I have plenty of friends--I don't need anyone else.
   c. Most people bug me.

3. **Can you lead others?**
   a. I can give most people to go along when I start something.
   b. I can give the orders if someone tells me what we should do.
   c. I let someone else get things moving. Then I go along if I feel like it.

4. **Can you take responsibility?**
   a. I like to take charge of things and see them through.
   b. I'll take over if I have to, but I'd rather let someone else be responsible.
   c. There's always some eager beaver around wanting to show how smart he is. I say let him.

5. **Are you a good organizer?**
   a. I like to have a plan before I start. I'm usually the one to get things lined up when the gang wants to do something.
   b. I do all right unless things get goofed up. Then I cop out.
   c. You get all set and then something comes along and blows the whole bag. So just take things as they come.

6. **Are you a good worker?**
   a. I can keep going as long as I need to. I don't mind working hard for something I want.
   b. I'll work hard for a while, but when I've had enough, that's it, man!
   c. I can't see that hard work gets you anywhere.

7. **Can you make decisions?**
   a. I can make up my mind in a hurry if I have to. It usually turns out okay, too.
   b. I can if I have plenty of time. If I have to make up my mind fast, I think later I should have decided the other way.
   c. I don't like to be the one who has to decide things. I'd probably blow it.

8. **Can people trust what you say?**
   a. You bet they can. I don't say things I don't mean.
   b. I try to be on the level most of the time, but sometimes I just say what's easiest.
   c. What's the sweat if the other person doesn't know the difference?

9. **Can you stick with it?**
   a. If I make up my mind to do something, I don't let anything stop me.
   b. I usually finish what I start--if it doesn't get fouled up.
   c. If it doesn't go right to start with, I turn off. Why beat your brains out?

10. **How good is your health?**
    a. I never run down.
    b. I have enough energy for most things I do.
    c. I run out of gas sooner than most of my friends.

Now tally your answers. If you circled mostly "a" responses, you probably have what it takes to run a business. If not, you're likely to have more trouble than you can handle by yourself. You'd better find a partner who is strong in your weak areas. If most of your responses were "c," not even a partner will be able to shore you up.

Activity 11. Career Informational Interview

Directions: Select an occupation and find someone in that occupation to interview. Spend at least 20 minutes talking with the individual and gathering information about his/her occupation. Suggested questions are listed below. You may add questions relating to your interests and concerns.

1. How long have you worked in this occupation?

2. What other occupations have you worked in previously?

3. Do you primarily work with people, data, things or ideas?

4. What do you like most about your job?

5. How did you get started in this line of work?

6. What personal qualities do you feel are needed to succeed in this line of work?

7. What type of training is needed for this occupation today?

8. What changes in your occupation have you seen occur?

9. What are the most frequently recurring problems on your job?

10. What type of technology do you use? Computer hardware, software, etc.

SCANS SKILLS DEFINITIONS

SCANS is an acronym that stands for the Secretary's Commission on Achieving Necessary Skills. SCANS is the study of the skills now needed in the contemporary and future American workplace. The SCANS competencies span the chasm between the worlds of the school and the workplace. Because they are needed in workplaces dedicated to excellence, they are the hallmark of today's expert worker. They lie behind every product and service offered in today's marketplace.

There are 27 SCANS skills divided into two categories:
Foundation Skills - skills people bring to a job; and
Functional Skills - skills specific to the functions workers perform doing their job

Definitions of the specific skills are listed below.

FOUNDATION SKILLS

I. BASIC SKILLS

1. **Reading** - locates, understands, and interprets written information in prose and documents including manuals, graphs, an schedules to perform tasks; learns from text by determining the main idea or essential message.
2. **Writing** - communicates thoughts, ideas, information and messages in writing; composes and creates documents such as letters, directions, manuals, reports, proposals, graphs, flow charts with language, style, organization and format appropriate to the subject matter, purpose and audience.
3. **Arithmetic** - performs basic computations, uses basic numerical concepts such as whole numbers and percentages in practical situations, uses tables, graphs, diagrams, and charts to obtain or convey quantitative information.
4. **Speaking** - organizes ideas and communicates oral messages appropriate to listeners and situations, participates in conversation, discussion and group presentations, speaks clearly.
5. **Listening** - listens carefully, understands and responds to listener feedback. Receives, interprets and responds to verbal messages and other cues such as body language.

II. THINKING SKILLS

6. **Creative thinking** - uses imagination freely, combines ideas or information in new ways, makes connections between seemingly unrelated ideas, and reshapes goals in ways that reveal new possibilities.
7. **Decision-making** - specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative.
8. **Problem-solving** - recognizes that a problem exists; identifies possible reasons for the differences and creates and implements a plan of action to resolve them. Evaluates and monitor progress and revises plan as indicated by findings.
9. **Knowing How to Learn** - can adapt and apply new knowledge and skills to both familiar and changing situations. Is able to use ways of learning such as notetaking and organizing information. Becomes aware of false assumptions that may lead to wrong conclusions.

III. PERSONAL QUALITIES

10. **Responsibility** - exerts effort and perseverance toward goal attainment; works to becomes excellent at doing tasks by setting high standards, paying attention to details, working well even when assigned an unpleasant task and displaying a high level of concentration.
11. **Social skills** - demonstrates understanding, friendliness, adaptability, empathy and politeness in new and ongoing group settings. Asserts self in familiar and unfamiliar social situations; relates well to others; responds appropriately; takes an interest in what others say and do.
12. **Self-management** - assesses own knowledge, skills and abilities accurately; sets well-defined and realistic personal goals; monitors progress toward goal attainmentand motivates self through goal achievement; exhibits self control and responds to feedback unemotionally and non-defensively; a "self starter".
13. **Integrity/honesty** - can be trusted; recognizes when faced with making a decision or acting in ways that may break with commonly held personal or societal values; understands the impact of violating these beliefs and codes in respect to an organization, self, or others; chooses an ethical course of action.

FUNCTIONAL SKILLS

IV. RESOURCES

14. **Manages time** - selects important, goal-related activities, ranks them in order of importance, allocates time to activities, and understands, prepares and follows schedules.
15. **Manages money** - uses or prepare budgets, including making cost and revenue forecasts; keeps detailed records to track budget performance and makes appropriate adjustments.
16. **Manages material and facility resources** - acquire, stores, and distributes materials, supplies, parts, equipment, space or final products in order to make the best use of them.
17. **Manages human resources** - assesses peoples' knowledge, skills, abilities, and potential; identifies present and future workload; makes effective matches between individual talents and workload; monitors performance and provides feedback.

V. SYSTEMS AND TECHNOLOGY

18. **Understands systems** - knows how social, organizational and technological systems work and operates effectively within them; makes suggestions to modify systems to improve products or services, and develops new or alternative systems maintenance and quality control.

19. **Uses technology** - judges which set of procedures, tools or machines will produce the desired results; understands the overall intent and the proper procedures for setting up and operating machines, including computers and their programming systems; prevents, identifies or solves problems in machines, computers and other technology.

VI. INFORMATIONAL SKILLS

20. **Acquires and evaluates information** - identifies need for data; obtains it from existing sources or creates it and evaluates its relevance and accuracy.
21. **Organizes and maintains information** - organizes, processes and maintains written or computerized records and other forms of information in a systematic fashion.
22. **Interprets and communicates information** - selects and analyzes information and communicates the results to others using oral, written, graphic, pictorial or multimedia methods.

VII. INTERPERSONAL SKILLS

23. **Participates as a member of a team** - works cooperatively with others and contributes to group effort with ideas, suggestions, and effort; resolves differences for the benefit of the team and takes personal responsibility for accomplishing goals.
24. **Teaches others** - helps others learn needed knowledge and skills; identifies training needs and supplies job information to help others see its use and relevance to tasks.
25. **Serves clients, customers** - works and communicates with clients and customers to satisfy their expectations; actively listens to customers to avoid misunderstandings and identify needs; communicates in a positive manner, especially when handling complaints or conflict.
26. **Exercises leadership** - communicates thoughts, feeling and ideas to justify a position, encourage, persuade, convince or otherwise motivate an individual or groups, including responsibly challenges existing procedures and policies.
27. **Works with cultural diversity** - works well with men and women and with a variety of ethnic, social or educational background; bases impressions on individual performance not on stereotypes.

Activity 12. SCANS Skills

Directions: Use to assess students/clients on SCANS Skills as related to the occupational choices they may be considering. Remember the more SCANS Skills they can master, the more likely they are to remain employed.

	Strengths	Needs Improvement (Barriers)	Strategies (workshops, classes, referral, counseling)
EMPLOYER EXPECTATIONS (SCANS REPORT, 1991 U.S. D.O.L.)			
Basic Skills			
Reading			
Writing			
Speaking			
Listening			
Arithmetic			
Mathematics			
Thinking Skills			
Think Creatively			
Make Decisions			
Solve Problems			
Know How To Learn And Reason			
Interpersonal Skills			
Work on Teams			
Teach Others			
Lead			
Serve Customers			
Negotiate			
Work With Culturally Diverse People			
Personal Qualities Employers Want			
Responsibility			
Self-management			
Integrity			
Honesty			
Sociability			
JOB SEEKING SKILLS COMPETENCIES			
Personal Appearance			
Interviewing Skills			
Ability To Complete Application			
Resume Preparation			
Job Search Methods			
Job Retention Knowledge			

From: Department of Social Services, Work First Program, p. 69.

Activity 13. Skills Scavenger Hunt

Do you know that workers use the same skills on their jobs as you do in school each day?

Directions: Select someone you know to interview. Ask them the following questions concerning skills they use on their job:

1. What is your job title?
2. What kinds of things do you read?
3. What kind of writing do you do?
4. Do you have to communicate by speaking and listening?
5. What kinds of mathematics are used on your job?
6. Does you company have customers or work with people in different counties, cities, states or countries?
   Example:
7. How are major decisions made in your department?
   Example:
8. Are you a problem solver?
   Example:
9. What technology do you use to accomplish you job?
10. What machines do you operate on your job?
11. Do you teach others on your job?
    Example:
12. Are you trained in other jobs at the same worksite?
    Example:
13. Where have you learned the skills necessary for your job?

FOLLOW UP ACTIVITY:

Combine the results of all the students' interviews into a big list you can display. Make one list for each question and title each sheet with the skill. List the examples the various people told the students.

Note for teachers: The objective is for students to explore skills (instead of occupations) on a field trip or shadowing experience.

Activity 14. Research a Company

Directions: Use the format below to record information about a company or business in which you are interested.

1. Company Name: _____

2. What does the firm do: _____

_____

3. How did the business get started and when? _____

_____

4. How many employees does the company have? _____

5. What are its products or services? _____

_____

6. What are the entry level positions in your career field? _____

_____

7. What is the starting salary for these full time entry level positions? _____

8. What are the chances for advancement within the department, the company? _____

_____

9. What benefits does the company offer? _____

_____

10. Name of owner, manager and/or personnel representatives? _____

_____

11. Any other information you have acquired: _____

_____

Activity 15. Goal Setting

To set effective goals, it is important to remember the following:

A goal must be:

- **STATED IN CLEAR TERMS**. (Example: I will lose 10 pounds by February 1st.)
- **BELIEVABLE**. You must believe you can reach the desired goal.
- **ACHIEVABLE.** You must have the interests, skills, abilities and strengths to make it happen.
- **MEASURABLE**. The goal can be accomplished within a certain time or in a quantity that can be calculated.
- **DESIRABLE**. You really want to achieve this.

List three goals in each area. Then rank 1-2-3 in order of importance.

MY SCHOOL GOALS:	RANK
MY FUTURE EDUCATIONAL GOALS:	
MY CAREER GOALS:	
MY PERSONAL GROWTH GOALS:	
MY FRIENDSHIP GOALS:	
MY LEISURE TIME GOALS:	
MY LONG RANGE LIFE GOALS:	

MYTHS ABOUT CAREER DECISION MAKING

MYTH: *There is one right job for me.*

On the contrary, you are a multi-potentialed individual. There are numerous occupations in which your talents can be equally applied and the nature of these possibilities will expand as your work experiences accumulate.

MYTH: *You must have experience to find a job.*

Often you are hired primarily for your aptitude or your potential to learn and advance within an organization rather than for your existing work capabilities or experiences.

MYTH: *Most people start their career at 21 and proceed in a straight line toward their career goals.*

Not very likely. Maybe a few people have experienced such direction, however, the career paths of most people are filled with zigs and zags and changes in direction.

MYTH: *Career planning is an irreversible process.*

Not so. You can change career directions whenever your talents, needs and resources dictate and/or allow.

MYTH: *There is a particular set of job responsibilities for every occupation.*

On the contrary, people in positions having the same title are very often performing different tasks. The varying duties are due to the individual's interests and capabilities along with varying needs from employer to employer.

FACTS ABOUT CAREER DECISION MAKING

- Career decision making is a process.
- Do not expect to make a final decision all at once.
- Career decision making is a skill that can and should be taught to students.
- The goal of career decision making is to help students organize their thinking about topics important in choosing a career.
- It is important to assess one's style of decision making to help overcome obstacles that inhibit the process.

Activity 16. The Seven Steps to Decision Making

1. IDENTIFY THE DECISION TO BE MADE - (What shall I wear today?)

2. GATHER THE INFORMATION - (What is the weather going to be like? What will I be doing. What is cleaned and pressed?)

3. IDENTIFY THE ALTERNATIVES - (Either my blue suit, gray pants or blue jeans and a t-shirt)

4. WEIGH THE EVIDENCE - (Blue suit is right for today's weather, but too dressy for my activities. I feel like wearing jeans and a t-shirt, but I have an appointment later and that would not be appropriate dress. My gray pants are a good compromise, must find a matching shirt.)

5. CHOOSE AMONG THE ALTERNATIVES - (gray pants and white shirt)

6. TAKE ACTION - (press clothes and get dressed)

7. REVIEW AND EVALUATE THE DECISION - (look in the mirror, decide it looks OK, but need to change shoes)

APPLY THE DECISION MAKING STEPS TO CAREER PLANNING

1. IDENTIFY THE DECISION TO BE MADE - (college, 2 year, 4 year; where; what major; military, and/or work)

2. GATHER INFORMATION - (facts about myself - interests, abilities, values; facts about career options - salary, work setting, amount of education/training required; where can I get further information)

3. IDENTIFY ALTERNATIVES - (what career options suit me best)

4. WEIGH THE EVIDENCE - (consider the pros and cons; what are the short and long term outcomes; recognize obstacles; what resources are available to me to meet my goals)

5. CHOOSE AMONG THE ALTERNATIVES - (from the above information generate a list of possible career/college choices)

6. TAKE ACTION - (make a plan of action - visit the work environment, visit schools, talk to college representatives

7. REVIEW AND EVALUATE THE DECISION - (Did I consider all the important factors? Are there new alternatives I need to consider?)

Activity 17. Decision Making Worksheet

Directions: Using the seven steps to decision making, fill in the spaces with responses that apply to your situation.

1. IDENTIFY A DECISION WHICH IS IN THE MAKING FOR YOU NOW: _____

_____

_____

2. GATHER INFORMATION Think about your interests, abilities, values, and facts about your career options - salary, working conditions, amount of education and training. List your responses below.	3. IDENTIFY ALTERNATIVES List all the options you feel suit you at this time.	4. WEIGH THE EVIDENCE List all the pros and cons to the options listed at left. What makes these options attractive at this time?
5. CHOOSE AMONG ALTERNATIVES After careful consideration of the pros and cons, which options at this time appear to be the most possible?	6. TAKE ACTION What are you going to do about it? List what you can do to prepare yourself for the alternatives selected.	7. REVIEW AND EVALUATE Did you consider all the important factors? What is your alternate plan?

III

EDUCATION & TRAINING

EDUCATION AND TRAINING CHOICES AFTER HIGH SCHOOL

ON-THE JOB

Go to work for a company or business which will train you as you work on the job. Ask about their programs for ongoining employee training.

APPRENTICESHIP

A 3-4 year training program that combines on-the-job training with related technical and education instruction for skilled occupations. Supervision by a master in the craft, trade, or relevant occupational area.

The many apprenticable occupations in North Carolina are registered with the Division of Apprenticeship, North Carolina Department of Labor.
www.dol.state.nc.us/DOL

PRIVATE BUSINESS OR TRADE SCHOOL

Short-term training (1 month - 1 year) for some occupations ranging from cosmetology to truck driving. Usually there are no special entrance requirements. Check on costs and length of program. The purchase of special tools may be extra.

COMMUNITY COLLEGE

Considering possible technical programs? The North Carolina Community College System offers a variety of vocational and technical programs (one quarter to two years) which lead to certificates, diplomas or associate degrees.

They also offer two year transfer programs and specialized training for industry. There are open admissions, with remedial and pre-tech courses available. Entrance requirements depend on the program.
www.bull.ncdcc.cc.nc.us/

4 YEAR COLLEGE

There are many public and private colleges and universities in North Carolina. Your local library, school counseling office, or career center will have college information for you.

You can also write directly to the colleges you are considering. Entrance requirements are based primarily on high school grades and college test scores.
www.ga.unc.edu/

MILITARY

Work for Uncle Sam and get training, pay, room and board and benefits. Ask your military recruiter about the type of training available, qualifications for training, length of time commitment required and pay and benefits. High School graduation is required.

AGENCY REFERRAL AND SUPPORT

Many of the state agencies have job preparation, search, training and retraining programs. The agencies listed work with clients with special needs and qualifications for training programs. Contact the nearest office to your location of the various agencies or call the number listed.

I. Survey the Possibilities

BEGIN your search with a survey of colleges located in the geographic area of your choice -- Home, State, West Coast, New England, etc.

Resources which may help you are:

1. The College Handbook
2. Lovejoy's College Guide
3. Barron's Profiles of American Colleges
4. Barron's Guide to Two-Year Colleges
5. Peterson's Guide to Four-Year Colleges
6. Patterson's Schools Classifieds
7. A Comparative Guide to Colleges
8. The N.C. Community College System Guide
9. Computerized Career Information System
10. Barron's Guide to the Most Prestigious Colleges

Other Resources:

College Guides and Maps
College Catalogs
Financial Aid Forms
Armed Forces Brochures
Career Descriptions
Trade School Directories
Occupational Outlook Handbooks
Encyclopedia of Careers
Summer Educational Programs
Current Job Openings
Admissions Test Applications

II. Weigh the Differences

MAKE a comparison-study of the colleges in terms of:

1. Location and setting
   _____ *distance from home; city, small-town, or country setting*

2. Type and size of college
   _____ *co-ed, men's, women's, university, liberal arts, technical, junior, church-related, state-supported; enrollment, facilities*

3. Comprehensive cost
   _____ *tuition, room and board, extra fees, books, travel expenses, spending money, special clothing*

4. Financial Aid
   _____ *honor scholarships, grants-in-aid, loans, alternative work/study programs, campus jobs*

5. Special Curricula
   _____ *engineering, political science, computers, music, education, marine biology, business, etc.*

6. Admission requirements
   _____ *required subjects, test scores, grade point average, class rank, residency, special talents*

7. Kind of students who attend
   _____ *habits, interests, goals, ethnic and religious background*

8. Campus life
   _____ *cultural events, sports, clubs, fraternities and sororities, recreational facilities, rules and regulations, surroundings*

9. Time
   _____ *length of time to complete curricula. Is part-time possible?*

College	Location/ Setting	Type & Size	Cost Fin. Aid	Special Curricula	Tests/GPA Required	Subjects Required	(-) ( ) (+) Environment

III. Narrow Your Choices

No college (nor type of college) is right for all students, but there are certain colleges that are right for you. Before narrowing your choices, you should answer some basic questions about yourself.

WHAT AM I ABLE TO DO?

_____

_____

_____

WHAT DO I WANT OUT OF LIFE?

_____

_____

_____

WHAT DO I NEED IN THE WAY OF TRAINING?

_____

_____

_____

NARROW your choices to 10-15 colleges and write for catalogs. When you have selected 3-6 colleges and have the results of one college admissions examination, consult your counselor.

LISTEN for announcements regarding visits of college representatives to your school and arrange to talk with a few. Attend the annual post-secondary education opportunities day held at school and talk with admissions personnel representing the colleges you are considering.

VISIT colleges (with your parents) during the summer months or preferably in the Fall of your senior year to gather first-hand information. Call for appointments ahead of time.

EVALUATE the institution as a place where you might eat, sleep and study for the next four years. Tour the facilities and inquire about the extracurricular activities, the personal services, and the school regulations. If the college is in session, visit a class, talk to students, observe campus behavior, and eat a meal in the dining hall. You will know from your experience on the campus whether that college is right for you. No amount of reading or discussing will tell you this.

SAMPLE LETTER TO COLLEGES

(your street address)
(your city, state, zip code)
(the date)

Director of Admissions
(name of college)
(address of college)

Dear Sir/Madam:

I am a junior (or senior) at _____ High School in Raleigh, North Carolina, and will be graduating in (*month and year*).

Please send me an application, a catalog, and other descriptive material that might help me in planning my future education. (*mention your career interest if you have one*)

I would appreciate receiving information and appropriate forms for scholarships and other types of financial aid. (*use this sentence if you need help with college expenses*)

Sincerely yours,

CHECKLIST FOR MAKING PLANS

- ☐ Think about preliminary criteria and your priorities.
- ☐ Make a college list that includes "safeties", "possibilities:, and "reaches"
- ☐ Star colleges where interviews are required or recommended
- ☐ Map out your itinerary.
- ☐ Check that the colleges are in session.
- ☐ Plan how and with whom you'll go.
- ☐ Keep college visits and school demands in balance.
- ☐ Arrange for high school absence and plan to make up missed work.
- ☐ Pack appropriate clothes for the interview.
- ☐ Write names and phone numbers of the college administrators you plan to see.
- ☐ Bring questions and be sure you have a pen and notebook with which to write important information.
- ☐ Take money for meals and any other expenses.
- ☐ Bring transcript in case admissions counselor requests it.

(Adapted from "College Planning: Making the Right Moves", Wake County Public School System) III-3

College Information 1997-98

County Code	College Name	Location	In-State Tuition & Fees[1]	Room & Board	Average Combined SAT	% in Top 40 %	Total Student Enrollment
	Public 4-Year Colleges						
20	Appalachian State University	Boone	1,704.00	3,238.00	1076	82	12,108
81	East Carolina University	Greenville	1,832.00	3,830.00	1014	70	17,846
98	Elizabeth City State University	Elizabeth City	1,522.00	3,232.00	825	31	1,920
56	Fayetteville State University	Fayetteville	1,460.00	3,400.00	833	36	3,916
43	North Carolina Agricultural & Tech State University	Greensboro	1,622.00	3,850.00	928	47	7,468
60	North Carolina Central University	Durham	1,737.00	3,384.00	894	42	5,664
40	North Carolina School of the Arts	Winston-Salem	2,205.00	3,970.00	1139	65	771
59	North Carolina State University	Raleigh	2,270.00	4,410.00	1154	91	27,529
10	University of North Carolina-Asheville	Asheville	1,784.00	2,910.00	1150	91	3,179
61	University of North Carolina-Chapel Hill	Chapel Hill	2,173.00	3,826.00	1220	97	23,668
23	University of North Carolina-Charlotte	Charlotte	1,777.00	4,270.00	1015	77	16,370
43	University of North Carolina-Greensboro	Greensboro	2,019.00	3,766.00	1028	73	12,308
53	University of North Carolina-Pembroke	Pembroke	1,536.00	3,661.00	914	58	3,034
70	University of North Carolina-Wilmington	Wilmington	1,782.00	4,260.00	1080	84	9,176
06	Western Carolina University	Cullowhee	1,723.00	3,090.00	980	47	6,531
40	Winston-Salem State University	Winston-Salem	1,504.00	3,315.00	849	38	2,865
	Private 4-Year Colleges						
35	Barber-Scotia College	Concord	5,594.00	3,220.00	DNP	11	500
75	Barton College	Wilson	9,614.00	4,198.00	919	50	1,303
24	Belmont Abbey College	Belmont	11,034.00	5,666.00	996	52	902
43	Bennett College	Greensboro	7,615.00	3,375.00	DNP	DNA	617
08	Brevard College	Brevard	9,900.00	4,320.00	896	DNA	707
57	Campbell University	Buies Creek	10,003.00	3,610.00	1031	62	3,359
34	Catawba College	Salisbury	11,352.00	4,500.00	1003	49	1,307
80	Chowan College	Murfreesboro	10,760.00	4,170.00	919	46	755
25	Davidson College	Davidson	20,595.00	5,917.00	1317	99	1,623
60	Duke University	Durham	22,073.00	6,853.00	DNP	99	11,581
48	Elon College	Elon Collge	11,542.00	4,170.00	1074	71	3,685
17	Gardner-Webb College	Boiling Springs	9,620.00	4,630.00	998	67	2,932
43	Greensboro College	Greensboro	9,990.00	4,700.00	957	40	1,051
43	Guilford College	Greensboro	14,881.00	5,270.00	1133	65	1,402
43	High Point University	High Point	10,500.00	5,080.00	1000	62	2,743
25	Johnson C. Smith University	Charlotte	8,469.00	2,328.00	801	41	1,357
19	Lees-McRae College	Banner Elk	10,130.00	3,670.00	DNP	47	431
22	Lenoir-Rhyne College	Hickory	12,036.00	4,400.00	1003	65	1,616
34	Livingston College	Salisbury	6,950.00	3,700.00	DNP	DNA	906
09	Mars Hill College	Mars Hill	8,900.00	3,950.00	939	46	1,244
59	Meredith College	Raleigh	8,490.00	3,750.00	1048	81	2,552
56	Methodist College	Fayetteville	11,250.00	4,400.00	963	41	1,721
10	Montreat Anderson College	Montreat	10,042.00	3,940.00	DNP	50	1,021
73	Mount Olive College	Mount Olive	8,490.00	7,265.00	910	57	1,036
76	North Carolina Wesleyan College	Rocky Mount	7,680.00	4,830.00	916	37	858
00	Peace Collge	Raleigh	7,420.00	4,940.00	953	52	503
38	Pfeiffer College	Misenheimer	9,816.00	4,000.00	957	48	1,814
25	Queens College	Charlotte	12,980.00	5,600.00	DNP	72	1,652
52	Saint Andrews Presbyterian College	Lauringburg	12,215.00	5,300.00	990	DNA	477
59	Saint Augustine's College	Raleigh	6,472.00	4,088.00	753	19	1,639
40	Salem College	Winston-Salem	12,415.00	7,320.00	1067	91	1,002
59	Shaw University	Raleigh	6,304.00	4,052.00	DNP	DNA	2,327
40	Wake Forest University	Winston-Salem	19,450.00	5,948.00	1295	96	6,124
10	Warren Wilson College	Swannanoa	12,250.00	4,000.00	1119	67	731
36	Wingate College	Wingate	11,730.00	4,100.00	987	52	1,230

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Community Colleges

County Code	College Name	Location	In-State Tuition & Fees[1]	Total Student Enrollment
48	Alamance Community College	Haw River	280.00	3,137
37	Anson Community College	Polkton	280.00	1,179
10	Asheville-Buncombe Technical Community College	Asheville	280.00	4,093
89	Beaufort County Community College	Washington	280.00	1,273
55	Bladen Community College	Dublin	280.00	807
11	Blue Ridge Community College	Flat Rock	280.00	1,425
69	Brunswick Community College	Supply	280.00	751
21	Caldwell Community College and Technical Institute	Hudson	280.00	2,834
70	Cape Fear Community College	Wilmington	280.00	4,127
91	Carteret Community College	Morehead City	280.00	1,276
22	Catawba Valley Community College	Hickory	280.00	3,225
58	Central Carolina Community College	Sanford	280.00	3,057
25	Central Piedmont Community College	Charlotte	280.00	16,200
17	Cleveland Community College	Shelby	280.00	1,971
71	Coastal Carolina Community College	Jacksonville	280.00	3,374
98	College of the Albemarle	Elizabeth City	280.00	2,094
82	Craven Community College	New Bern	280.00	2,300
39	Davidson County Community College	Lexington	280.00	2,353
60	Durham Technical Community College	Durham	280.00	4,799
74	Edgecombe Community College	Tarboro	280.00	1,884
56	Fayetteville Technical Community College	Fayetteville	280.00	6,930
40	Forsyth Technical Community College	Winston-Salem	280.00	4,319
24	Gaston College	Dallas	280.00	3,621
43	Guilford Technical Community College	Jamestown	280.00	6,424
77	Halifax Community College	Weldon	280.00	1,315
07	Haywood Community College	Clyde	280.00	1,347
15	Isothermal Community College	Spindale	280.00	1,676
72	James Sprunt Community College	Kenansville	280.00	1,080
66	Johnston Community College	Smithfield	280.00	2,449
84	Lenoir Community College	Kinston	280.00	1,925
88	Martin Community College	Williamston	280.00	616
14	Mayland Community College	Spruce Pine	280.00	651
13	McDowell Technical Community College	Marion	280.00	1,076
26	Mitchell Community College	Statesville	280.00	1,530
45	Montgomery Community College	Troy	280.00	604
76	Nash Community College	Rocky Mount	280.00	1,830
90	Pamlico Community College	Grantsboro	280.00	162
62	Piedmont Community College	Roxboro	280.00	1,404
81	Pitt Community College	Greenville	280.00	4,683
44	Randolph Community College	Asheboro	280.00	1,438
46	Richmond Community College	Hamlett	280.00	1,138
80	Roanoke-Chowan Community College	Ahoskie	280.00	799
53	Robeson Community College	Lumberton	280.00	1,530
42	Rockingham Community College	Wentworth	280.00	1,721
34	Rowan-Cabarrus Community College	Salisbury	280.00	3,544
67	Sampson Community College	Clinton	280.00	1,068
50	Sandhills Community College	Pinehurst	280.00	2,430
54	Southeastern Community College	Whiteville	280.00	1,644
06	Southwestern Community College	Sylva	280.00	1,552
38	Stanly Community College	Albemarle	280.00	1,476
31	Surry Community College	Dobson	280.00	2,692
01	Tri-County Community College	Murphy	280.00	1,024
64	Vance-Granville Community College	Henderson	280.00	2,684
59	Wake Technical Community College	Raleigh	280.00	7,137
73	Wayne Community College	Goldsboro	280.00	2,617
18	Western Piedmont Community College	Morganton	280.00	2,293
28	Wilkes Community College	Wilkesboro	280.00	1,777
75	Wilson Technical Community College	Wilson	280.00	1,292

County Code	College Name	Location	In-State Tuition & Fees[1]	Room & Board	Average Combined SAT	% in Top 40 %	Total Student Enrollment
		Private 2-Year Colleges					
35	Cabarrus College	Concord	5,050.00	NA	958	71	173
65	Louisburg College	Louisburg	7,875.00	2,085	859	15	473
		Bible Colleges and Theological Seminaries					
25	East Coast Bible College	Charlotte	5,493.00	2,630	DNP	79	174
57	Heritage Bible College	Dunn	2,623.00	2,036	DNP	DNA	108
43	** John Wesley College	High Point	4,840.00	1,600	DNP	29	167
40	Piedmont Bible College	Winston-Salem	5,250.00	5,099	891	51	321
98	Roanoke Bible College	Elizabeth City	5,020.00	3,200	930	46	156
59	** Southeasten Baptist Theological Seminary	Wake Forest	1,360.00	1,056	NA	DNA	1,328
40	** Winston-Salem Bible College	Winston-Salem	1,350.00	750	DNP	DNA	26

Community Colleges tuition and required fees are per semester. Community College may charge up to $38.00 for fees each year, which is not included in this per semester cost. Private and Public 4-Year instituiuons are per academic year (4 quarters).

** Room only, no board.

Taken from *Statistical Abstract of High Education in North Carolina* , 1997-98 published by the Planning Division of the Administration of the University of North Carolina, Chapel Hill, NC.

Facts Sheet for Financial Aid

FEDERAL

Program	Eligibility	Provides
Army and Air Force Reserve Officers' Training Corps Scholarship (ROTC) (AFROTC) Marine, Coast Guard *(Grant)*	High school graduates and college students enrolled in institutions with officer training programs Competitive based	Four year or less scholarship Provides tuition & fee costs and a book & subsistence allowance
Robert C. Byrd Honors Scholarship (formerly Federal Merit Scholarship) *(Scholarship)*	NC high school graduates accepted for college/university enrollment Competitive and merit based May attend any accredited U.S. institution	Four year award, renewable $1,500/year Equal number from each congressional district
Federal College Work-Study (FWS)	US citizen, enrolled part-time or more, at an approved post-secondary institution (undergraduate or graduate) Need based	Provides on and off campus jobs Minimum wages/8-15 hours/week
Federal Pell Grants (formerly Basic Education Opportunity Grants) (Grant)	Enrolled at least part-time at an approved post-secondary institution (undergraduate only) Need based	Annual award $4,500/year maximum in 1999-2000
Federal Perkins Loan (Loan)	US citizen, enrolled in undergraduate & graduate institutions Need based	A low interest loan $15,000 total undergraduate study or $30,000 for undergraduate and graduate study combined
Federal Supplemental Education Opportunity Grant (FSEOG) (Grant)	US citizen, enrolled in undergraduate institution Need based (exceptional)	Annual award Range $100-$4,000/year
Ford Federal Direct Student Loan (FDSL) (Loan)	US citizen, NC resident enrolled in eligible in/out-of-state participating institution	Annual award Low interest loan Variable rate not to exceed 8.25 percent

STATE

Program	Eligibility	Provides
Incentive Scholarship Grant Program for Native Americans (ISGPNA) (Grant)	NC resident enrolled in a UNC institution Member of a recognized Indian tribe Need based Renewable	Maximum annual award: full-time undergraduate -$700 full time graduate -$5,000 Proportional amounts for part-time
Freshman Scholars Program (Scholarship)	NC resident, HS senior enrolled at 1 of 5 UNC campuses Competitive based	Tuition, fees & books Non renewable
Incentive Scholarship Program (Scholarship)	NC resident, undergraduate enrolled at 1 of 6 UNC campuses Geographic & public service requirement Competitive based	Annual award up to $3,000 Renewable
Minority Presence Grant General Program I (Grant)	NC resident enrolled at a UNC institution where their race is in the minority (black & white students) Need based	Annual award amount varies with recipient need
Minority Presence Grant General Program II (Grant)	NC resident enrolled at UNC institution who are Native American or other minority Need based	Annual award amount varies with recipient need
NC Community College Scholarship Program (Scholarship)	NC resident enrolled at a NC community college Priority criteria	Annual award of $560 per year 620 awarded annually
NC Legislation Tuition Grant (NCLTG) (Grant)	NC resident enrolled full time at private NC institution Not need based	Annual award· Maximum $800/semester or $1,600/year 1998-99
NC Student Loan for Health, Science, and Mathematics (HSM) (Loan)	NC resident enrolled full time in institution offering accredited eligible programs Competitive and need based	Annual loan, renewable Maximum Range $3,000-$8,500/year/degree level Repay in service or cash

NC Teachering Fellows Scholarship (Scholarship/Loan)	NC resident enrolled at eligible NC institution Competitive based/recommendation	Annual loan, renewable for 3 additional years Up to $5,000/year 400 awarded annually
Nurse Education Scholarship Loan (NESLP) (Scholarship/Loan)	NC resident enrolled at eligible NC institution offering LPN or RN program Competitive and need based	Annual scholarship loan Range $400-$5,000 bachelor's level Range $400-$3,000 at LPN and ADN level Repay in service or cash
Nurse Scholars Program (NSP) (Scholarship/Loan)	NC resident enrolled in NC institution offering eligible nursing programs Competitive and merit based	$3,000 diploma/associate level $3,000-$5,000 bachelor's level 450 annual awards repay in service or cash
Prospective Teachers Scholarship Loans (PTSL) (Scholarship/Loan)	NC high school graduate enrolled in approved education program at post secondary institution Competitive	Annual award, renewable for 3 additional years Up to $2,500 annually Repay in service or cash
Rehabilitation Assistance for Visually Handicapped (Scholarship)	NC resident, enrolled full time at NC post secondary institution Legally blind with employment handicap and expectation for a job Need based	Covers tuition, fees, books, supplies, and reader services
Federal Stafford Loans (subsidized and unsubsidized) and Federal Plus (Loan)	US citizen, enrolled in eligible out-of-state or NC institution	Annual loan -variable interest rate Up to $2,625/first year undergraduate. Up to $3,500 second year, $5,500 remaining years
State Contractual Scholarship (SCSF) (Scholarship)	NC resident enrolled at least part-time at eligible NC private college or university	$900 per full time equivalent student is given to schools to be divided among needy students
NC Student Incentive Grant (NCSIG) (Grant)	NC resident enrolled full time at NC institution (as undergraduate) Substantial need based/ Pell Grant eligible	Annual award Average award $800

Vocational Rehabilitation Program (Grant)	NC resident, post-secondary applicants Mental or physical disability creating an employment handicap and expectation for gainful employment Need based	Varies based upon need and program type Individually designed program

College Vision

In 1996, the North Carolina General Assembly authorized the North Carolina State Education Assistance Authority to create and operate a parental savings trust fund. College Vision will allow parents to spread out over a period of years their payments for college. The parental savings trust fund is not a prepaid tuition plan, but rather a savings account with a loan option if educational costs exceed the accumulated savings plus interest earned. Families will be able to use the fund to pay for an education at any accredited public or private post-secondary institution inside North Carolina or outside of the state. Earnings on the savings accumulate free of taxes -- when withdrawn, earnings are taxed for federal purposes at the beneficiary's rate, not the parents' rate. Earnings will never be taxed by the State of North Carolina. College Vision will be administered by College Foundation, Inc. For more information about this program, contact College Foundation, Inc. at (919) 834-2893 or 1-800-600-3453.

Source: NC State Education Assistance Authority. Look for publication, "Student Financial Aid for North Carolina, on web site at (*www.ncseaa.edu)*.

Activity 19. Sample Questions for a Military Recruiter

1. What is the length of time I would stay in service?
2. What is the starting pay?
3. What and where is basic training?
4. How long is basic training?
5. What specific jobs do you have available at this time? What type of training will I get for these jobs?
6. How do you determine if I am qualified for a specific job?
7. How can I be assured I will get the job I request?
8. What civilian jobs will my military training be useful for?
9. Can I be married and be in the military?
10. What benefits (education and others) are available to me after I finish my service term?
11. What other options do I have if I decide to stay in the military as a career?
12. If I really cannot adjust, is it possible to leave?

Think of other questions you may have and ask your parents what questions they have to add.

REMEMBER: IT'S YOUR DECISION

IV

JOB SEARCH

JOB SEARCH

Steps for starting your job search campaign.

1. Define your objective. Know what kind of work you most enjoy and perform the best. A targeted job search will be more successful.

2. Write an effective resume. Focus on your qualifications for the type of work you want to do. Show where you want to work, not solely on where you have been.

3. Write an attention getting cover letter. Always send a cover letter with a resume. Cover letters are individualized for the job you are seeking. Do not send a form letter.

4. Prepare your references. Call each person, ask them to be a reference for you. Also ask them to keep you in mind if they should hear of any positions for you.

5. Research. Make a list of potential employers, research each company, narrow the list to a manageable size. Libraries have information on companies.

6. Network. Prepare a brief presentation describing the type of work you want to do. Do not ask for a job, ask for advise and names. Make a two minute commercial about yourself that clearly states your strengths and abilities. Ask them if they are aware of anyone or any company that needs your skills. Leave each meeting with at least two names of people for you contact. Contact these people yourself. Do not leave the responsibility of finding a job to these initial contacts.

7. Use of combination of job search methods. Do not overlook the want ads, but only spend 5% of your time using this method.

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RESUMES

A resume is one of the most important tools in your job search. It's purpose is to entice the employer to know more about you and call you for an interview. It is usually the first impression you will make on that person. Make it a good one!

A GOOD RESUME PRESENTS:

- who you are
- what kind of position you want
- SKILLS you have, accomplishments you have made
- listing of education and training
- listing of previous work experience

GENERAL DO'S AND DON'TS

DO'S	DON'TS
Be concise, accurate, positive	Lie or exaggerate
List your most recent job first	Include salary history
Stress skills, accomplishments	Use pronouns, abbreviations
Use action verbs	Overdo use of bold & italics
Make resume attractive to read	Use small type, overcrowd margins
Have someone proofread before mailing	Include references

References are usually left off resumes unless you are instructed to include them for a job fair.

Have references available on another typed sheet of paper for the interview- at least three people, not relatives, that have recognized your skills, accomplishments or personal qualities.

"References furnished upon request" is no longer necessary on the bottom of resumes. It may be eliminated especially if space is needed for pertinent information.

There are different resume formats. Not one resume format or style is appropriate for all job seekers. Select the style and format which best markets and sells your skills and qualifications to the most employers.

Always include a cover letter (see the following pages) with a resume.

DEVELOPING A CAREER OBJECTIVE

"A resume without an objective is like a book without a title", states Jay L. Stahl, managing director of Right Associates in Raleigh, NC.

By trying to keep many career options open and not using an objective, clients/students may give the message to employers that they are not focused, do not have any goals and diminish the possibility of being called for an interview.

Seniors attending job fairs or looking for full time employment need to design a resume, including a career objective, that is flexible to entice the varied employers who attend, while giving a statement of the strengths he/she has to offer. This can be done as follows:

A CAREER OBJECTIVE HAS THREE KEY PARTS:

1. Level of position for which one is applying.
   For high school students this primarily will be "entry level positions".
   Example: CAREER OBJECTIVE: Obtain an entry level position...

2. Type of business, industry or career area sought.
   Keep this generic, such as manufacturing, construction, health or human services, sales, etc.
   Example: CAREER OBJECTIVE: Obtain an entry level position in the hospitality industry....

3. State the major strengths you have to offer this employer.

Be sure there are examples of these strengths in the resume either as a volunteer, club activities, or work experience. The career objective is the first part of the resume the interviewer will see. It can start the interview process with a focus.

EXAMPLES OF CAREER OBJECTIVES FOR HIGH SCHOOL STUDENTS:

- Obtain an entry level position in a business or industry using my strengths in clerical procedures and customer contacts.

- Obtain an entry level position in an industrial or manufacturing environment using my strengths in mechanical abilities and warehouse duties.

- Obtain an entry level position in a health or human services facility using my strengths with individual care and personal attention to needs of others.

THE CHRONOLOGICAL RESUME

The chronological resume emphasizes work experience. It is the preferred style of resumes by employers because it enables them to quickly match your previous work experience to their immediate needs. It can be used by recent graduates to show their part-time, co-op, and summer employment as relevant work experience.

Writing a Chronological Resume:

- Use a career objective to market your strengths and skills without limiting your options. See the following pages for more information on career objectives.
- Start with your most recent position and work backward. Give the name of the company, city, state; job title, major duties and accomplishments.
- Keep your job objective in mind and emphasize the duties and accomplishments that publicizes your strengths and for which the employer is looking.
- Use action verbs (see preceeding pages) to start each phrase or sentence.
- Use lists preceeded with bullets for easier reading.
- If you have completed a relevant course or received a diploma/degree in the last five years, it should go at the top of the resume; otherwise education should be listed at the bottom. Keep the length of your resume to one page, two at the maximum. If you use a second page, be sure to type your name on the top of page 2.

CHRONOLOGICAL FORMAT

NAME - State full name, type in bold and use a large type
STREET ADDRESS
CITY, STATE, ZIP CODE
(AREA CODE) TELEPHONE NUMBER

OBJECTIVE - indicate the position or general type of job you are seeking.
EDUCATION - if you are a recent graduate, place your education here, list your diploma, degree, certificate, name of school and location, relevant courses (may be a separate section). GPA may be appropriate.
WORK EXPERIENCE - list each job separately starting with your present job or most recent job first, state your position, major responsibilities, duties and accomplishments.
SKILLS - list relevant skills. Skills include the machines you can operate, computer hardware, software in which you are competent. Examples: operate a cash register, copier, fax machines, IBM computer, Macintosh computer, Word Perfect.
ACTIVITIES - extra curricular activities, community activities are all appropriate if space permits and if relevant to your job objective.

See sample chronological resumes on the following pages.

THE FUNCTIONAL RESUME

The functional resume organizes your experience by areas of skills, avoiding a strict reliance on chronology. Functional titles or skill clusters are used or organize your skills from various places of employment, volunteer or educational experiences. The functional resume is an excellent tool for career changers, job seekers re-entering the job market after a period of not working and for students finishing a degree or program area which qualifies them for work differing from their previous employemnt.

Writing a Functional Resume:

- Determine the functional titles that best describe your skill area and are most closely related to your job target.
- Within each functional area stress your accomplishments, results or abilities.
- Include all relevant accomplishments without identifying the place of employment or voluntary situation in which it took place.
- List your education, relevant courses or degree at the top of the resume if it was completed within the last five years.
- List work experience at the bottom, giving dates, company name and title.
- Keep length of resume to one page, two maximum. If using a second page, type your name only on upper corner of second page.

FUNCTIONAL FORMAT

NAME- type full name in large type
STREET ADDRESS
CITY, STATE, ZIP CODE
(AREA CODE) TELEPHONE NUMBER

OBJECTIVE - although optional, either career highlights or objective gives reader the messages of your career goals and your focus.
EDUCATION -if you are a recent graduate, place your education here, list your diploma, degree, certificate, name of school and location, relevant courses and GPA (optional).
FUNCTIONAL TITLE (S) - Select two or three skill areas in which you are interested. Examples: Customer Service, Sales & Marketing, Office Technology, Graphics & Design, Medical Services, Food Service, Hospitality, Horticulure,etc. List them in order of your interest and skill level. State accomplishments or qualifications you have under each title.
WORK EXPERIENCE

date	job title	company name, city, state
date	job title	company name, city, state
date	job title	company name, city, state

See sample Functional Resume.

THE ELECTRONIC RESUME

The electronic resume will be read (scanned) by a computer and placed in a database. The format may be chronological or functional. It must contain keywords and a keyword summary. Keywords are **nouns** that state your job title, duties and accomplishments. The keyword summary should contain the targeted job title and alternative labels, as well as previous job titles, skills, software programs, and language known to the particular industry, profession or occupation. It is important to note the resume will be read by a computer first, and a human second. If it does not contain the "keywords" the employer has requested the computer to search, it will not be seen by a human hiring professional. See the following pages for sample keywords.

Writing an electronic resume:

- Choose the most likely keywords and arrange them in an appropriate order.
- Use the typeface most easily read by a computer: Helvetica, Times Courier and a font size between 10-14 points (name should be 14).
- Avoid italics, script, underlining, graphics, shading, boxing, vertical and horizontal lines, columns- the computer can difficulty reading these. Bold type and solid bullets are OK.
- Use smooth white paper (8 ½ x 11), black ink with laser quality print.
- Use abbreviations carefully.
- Avoid stapling or folding the resume and cover letter. Words in the fold may not be scanned correctly. Provide sufficient white space.

ELECTRONIC FORMAT

NAME- Large print, bold without any fancy layouts
STREET ADDRESS
CITY, STATE, ZIP CODE
AREA CODE TELEPHONE NUMBER- To ensure separation of words and categories, leave plenty of white space instead of parentheses. Example: 919 772-5555.
OBJECTIVE- optional, unless applying for specific job title an employer is seeking
KEYWORD SUMMARY- approximately 25 words that best sell you stated in nouns. Include job title, duties, skills, and interpersonal traits.
EDUCATION- if you are a recent graduate, place your education here, list your diploma, degree, certificate, name of school and location, relevant courses. GPA is optional.
SKILLS- relevant to job objective not previously stated in Keyword Summary. May include transferable, technical and computer skills. Bulleted single column list scans the best.
WORK EXPERIENCE- list each job separately starting with your present job or most recent job first, state your position, major responsibilities, duties and accomplishments.
ACTIVITIES, HONORS, AWARDS- extra curricular activities, community activities, sports, etc. are appropriate if space permits and is relevant to your job objective.

See sample electronic resume.

from: Electronic Resume Revolution by Joyce Lain Kennedy and Thomas Morrow, John Wiley & Sons, 1994

RESUME WORD LIST

ACTION VERBS THAT DESCRIBE YOUR FUNCTIONAL SKILLS

Acted	Calculated	Decided	Evaluated	Governed	Investigated	Monitored
Adapted	Chartered	Defined	Examined	Guided	Judged	Met
Addressed	Checked	Delegated	Expanded	Handled	Kept	Modeled
Administered	Classified	Delivered	Experimented	Headed	Learned	Observed
Advised	Coached	Designed	Extracted	Helped	Lectured	Obtained
Allocated	Collected	Detected	Facilitated	Identified	Led	Offered
Analyzed	Communicated	Directed	Filed	Illustrated	Lifted	Operated
Approved	Compared	Documented	Financed	Imagined	Listened	Ordered
Arranged	Completed	Drove	Fixed	Implemented	Logged	Performed
Ascertained	Computed	Dug	Followed	Improved	Made	Received
Assisted	Conceived	Edited	Formulated	Improvised	Maintained	Taught
Attained	Coordinated	Eliminated	Founded	Increased	Managed	Utilized
Audited	Copied	Empathized	Gathered	Indexed	Manipulated	Volunteered
Brought	Counseled	Enforced	Gave	Initiated	Mediated	Worked
Budgeted	Created	Established	Generated	Inspected	Memorized	
Built	Dealt	Estimated	Got	interpreted		

SKILL VERBS THAT DESCRIBE YOUR FUNCTIONAL SKILLS

Achieve	Deliver	File	Make	Produce	Repair	Take Instruction
Act	Draw	Finance	Manage	Promote	Research	Talk
Administered	Edit	Imagine	Manipulate	Publicize	Schedule	Teach/Train
Analyze	Elicit	Implement	Motivate	Purchase	Select	Tell
Assemble	Eliminate	Improve	Negotiate	Question	Sell	Troubleshoot
Build	Emphasize	Improvise	Observe	Raise	Sense	Tutor
Calculate	Enforce	Increase	Organize	Read	Separate	Type
Communicate	Establish	Influence	Originate	Realize	Serve	Umpire
Compose	Estimate	Interview	Paint	Reason	Service	Understand
Consult	Evaluate	Invent	Perceive	Receive	Set	Unify
Control	Examine	Judge	Perform	Recommend	Sew	Upgrade
Coordinate	Expand	Keep	Persevere	Reconcile	Shape	Use
Copy	Experiment	Lead	Persuade	Record	Speak	Utilize
Count	Explain	Learn	Photograph	Recruit	Study	Verbalize
Create	Express	Lecture	Pilot	Reduce	Summarize	Weigh
Debate	Extract	Listen	Plan	Refer	Supervise	Work
Define	Figure	Maintain	Problem Solve	Remember	Supply	Write

ADAPTIVE SKILL WORDS THAT DESCRIBE YOUR PERSONAL TRAITS

Active	Creative	Efficient	Firm	Mature	Pleasant	Sense of Humor
Adaptable	Dependable	Energetic	Honest	Methodical	Positive	Sensitive
Adept	Determined	Enterprising	Innovative	Objective	Productive	Sincere
Broad-minded	Diplomatic	Experienced	Instrumental	Outgoing	Reliable	Successful
Competent	Disciplined	Fair	Logical	Participate	Resourceful	Tactful
Conscientious	Discreet	Forceful	Loyal	Personable	Self-reliant	Versatile

Source: North Carolina State University Placement Manual, 1993

Sample Resume I (Chronological) - Entry level with a career objective suitable for job fair participant.

Janet Lynn Stevens
325 Green Road
Raleigh, North Carolina 27622
(919) 525-1212

OBJECTIVE

Obtain an entry level clerical position in a business or industry using my strengths in accuracy, attention to detail, and excellent communication skills.

EDUCATION

W.G. Edward High School
Raleigh, North Carolina
Graduation Date: June 5, 1998

VOCATIONAL COURSES

Typing I, II
Introduction to Computers/Computer Applications
Administrative Support - Co-op

SKILLS

Type 45 words/minute
Knowledge of PFS Write, Report, File Software, WordPerfect 5.0
Operate fax, copy machines and IBM computer

WORK EXPERIENCE

8/95 - present	Rogers Insurance Company, Raleigh, North Carolina Office Assistant Duties: Answer telephone, file forms, data entry
1/95-8/95	Sam's Family Restaurant, Raleigh, North Carolina Hostess Duties: Greet customers, cashier, handle reservations, banquet set-up

REFERENCES

Mr. John Moore, Teacher
203 Morning Drive
Raleigh, North Carolina 27529
(919) 777-2552

Mrs. Shirley Smith, Counselor
636 Lakeside Road
Raleigh, North Carolina 27533
(919) 777-6110

Mr. Larry Brown
P.O. Box 149
Raleigh, North Carolina 27622
(919) 762-6126

Sample Resume II - Chronological With Career Objective and Qualifications

Joan H. Stewart
216 N. Oak Street
Anderson, North Carolina 27810
(919) 555-6075

Career Objective

Entry level electrical/mechanical installation, maintenance or repair position with opportunities for advancement using my strengths in problem solving and customer service.

Qualifications

- Successful completion of electronic servicing program
- 1 year cooperative education experience in electrical service and repair
- 2 years part-time experience in retail sales

Work Experience

1995-Present XYZ Electronics, Inc., Anderson, North Carolina
Technical Assistant

- Conducts routine equipment checks
- Tests and repairs defective wiring and parts
- Checks circuits using testing equipment
- Processes customer calls

1994-1995 Bob's Appliances and Television, Anderson, North Carolina
Sales Associate

- Sold appliances, televisions, radios
- Processed repair orders
- Received and controlled inventory

Education

A.S. Electronic Servicing, 1993
Catawba Valley Community College, Hickory, N.C.
GPA - 3.4

Sample Resume III - Functional

BETH WOODS
101 Main Street
Capital City, North Carolina 25555
(919) 234-5678

OBJECTIVE

Summer internship position in a medical setting using my strengths in medical terminology, good rapport with the general public and avid interest in medical careers.

EDUCATION

W.E. Smith High School, Crosstown, North Carolina
Graduation Date- June 2, 1998
Relevant Courses: Biology, Anatomy & Physiology, Medical Science

RELEVANT EXPERIENCE

Peer Mediator - completed extensive training in conflict situations; able to assist fellow students resolve differences without violence.

Medical Terminology - placed first in regional competition for defining medical terms and phrases

Wynne County Hospital - volunteered 8 hours per week in pediatric ward assisting medical personnel, families and patients. Received Outstanding Student Volunteer Award

WORK EXPERIENCE

1995 -1997 (Summers)	Sales Clerk	Judy's Department Store, Capitol City, N.C.
1994 -1995 (Summer- JTPA position)	Records Clerk	Wright Community Hospital, Capitol City, N.C.

Sample Resume IV - Functional

JAMES MICHAELS

155 Stevens Street
Warrenton, North Carolina 27655
(910) 768-1234

EDUCATION

Southeast High School, Southtown, North Carolina
GPA 3.5
Top 25% of graduating class
NC Scholar

EXTRACURRICULAR ACTIVITIES

Key Club- 3 years
Junior Class Treasurer
Swim Team- 4 years, Captain-1year
Debate Team- 2 years
Quiz Bowl- 2 years

AWARDS AND HONORS

Honor Roll- all semesters
National Honor Society
Outstanding Student Athlete

COMMUNITY INVOLVEMENT

Habit for Humanity - junior class project- volunteered 50 hours
Tutored elementary school student in housing project

WORK EXPERIENCE

1996-1997	Apple Food Stores, Waverton, N.C. Cashier & Produce Clerk
1995-1997	YMCA Summer Camp, Waverton, N.C. Camp Counselor- 3 summers

Sample Resume V - Electronic

Kathy S. Reston

2457 Lakemont Drive
Raleigh, NC 27810
(919) 733-6456

OBJECTIVE: Drafter

KEYWORDS

Blueprint. Proces Flow Diagrams. Drafting, Instrumentation Diagrams. Intergraph Microstation 3.0. Harvard Graphics 3.0. Quattro Pro. Lotus 1-2-3. MS Excel. Document Control files. Structural. Engineering. Electrical. Civil.

DRAFTING SKILLS

- Process Flow Diagrams
- Piping and Instrumental on Intergraph Microstation 3.0
- Charts and graphs using Harvard Graphics 2.6 and 3.0 software
- Charts on Lotus 1-2-3 and MS Excel
- Document Control files and documentation on Word Star 6.0 and PerForm software
- Maintain bills of material using Quattro Pro software

WORK HISTORY

Drafter	Raleigh Blueprint & Design Raleigh, NC	1992-1997
Drafter	Edwards Engineering Greenville, NC	1990-1992

EDUCATION

Wake Technical Community College, Raleigh, NC.
1990 Associate of Applied Science Degree.
Major: Mechanical Engineering Technology

Resume Worksheet & Instructions

Name: *Mary Jane Robinson* — Use full name

Address: *600 Randolph Drive, Raleigh, North Carolina 27613*

Telephone Number: *(919) 555-1212* — (Area Code) Phone Number

Career Objective: _____
Entry level clerical position ...
Summer internship ...
Cooperative education position

State general nature of work you want to pursue rather than specific job

See page ___ for more information on career objectives

Education

G.W. Donaldson High School
Raleigh, North Carolina
Graduation Date: June 5, 1992

High school name and graduation date

Vocational Courses (or Relevant Courses)

Accounting
Agriculture
Introduction to Computers
Drafting I, II, and III
Auto Mechanics

List vocational or relevant courses which will benefit your job seeking

Skills

10 key pad adding machine
Cash register
Type 45 wpm
Versacad Drafting Machine
IBM-PC

Machines you can operate
Words per minute typing skills
Software you know
Begin each sentence with an action verb (see page 64).

Work Experience

6/94 - present *Woodall Medical Center*
Raleigh, North Carolina 27666
Dietary Aide

12/93 - 5/94 *EKR Drugstore*
Raleigh, NC 27661
Cashier, Pharmacy Assistant

List present employer first
List dates of employment
State title, job duties

Extra Curricular Activities/Special Awards:

HOSA, DECA, VICA, Student Council, Class Representative, SADD

List school and/or community activities

References: Name: _____, Teacher
Address: _____
Phone No. _____

List 2 or 3 people that know you well
NOT relatives or school friends
Ask them for permission first

References may be put on a separate sheet, include references on resume for job fairs.

Activity 20. Resume Worksheet

Directions: Before writing your resume, fill out this worksheet and use this information to write your own resume.

Name _____

Address _____

City, State, Zip Code _____

Telephone Number (xxx) xxx-xxxx _____

Objective _____

Education

_____

_____

Vocational/Relevant Courses

_____

_____

_____

Skills

_____ _____

_____ _____

Work Experience (2 or 3)

Date: _____

Company Name:_____City: _____State: _____

Job Title: _____Duties: _____

Extra Curricular Activities/Special Awards

_____

References: (2 or 3) Name: _____Title: _____ Address: _____

Phone No. _____

Resume Development Checklist

Category	Can Be improved By	Good
Overall appearance • Resume is neatly and accurately typed with no errors in grammar, spelling. • Adequate white space and margins are used. • Points are graphically highlighted. • Most important "selling" points are at after the job objective. • Resume is brief and relevant. • Resume is printed on quality paper. • Resume looks professional.		
Objective • Clear, short statement geared to the employer's needs. • Includes job title and your special skills.		
Education • All relevant honors, awards, training, education, and special skills are included. • Schools are listed in reverse chronological order.		
Experience and skills • Work history is listed in reverse chronological order with dates included. • Company name, city, state, job title are included. • Skills and accomplishments are clustered. • Skills and accomplishments are written in short, clear phrases. • Accomplishments from paid and volunteer work are included.		
References • You have prepared a reference list of names, phone numbers, and other pertinent information. • You have asked permission from the references to use their name.		
Summary • The resume sells the writer. • The resume has a cover letter.		

HOW TO WRITE A COVER LETTER

A cover letter is an introduction to your resume and shows your writing skills to an employer. When you send an employer a resume, you should always include a cover letter.

- State how you heard about the opening, through a person, job listing, etc.
- Show why the employer should read your resume.
- Initiate the interview process.
- Be businesslike, straightforward, and enthusiastic.
- Type it neatly without errors and use good grade paper.
- Proofread your letter, and have someone else proof it also.
- Keep copies of all your correspondence for future reference.
- Address your letter to a specific person to avoid using "Dear Sir" or "To Whom It May Concern."
- A cover letter should be no longer than one page.

See the sample on the next page.

Cover Letter For Entry Level Position

Directions: Read Career Choices. Write a cover letter to accompany your resume to an employer. A sample cover letter is shown there, another version is shown below.

205 Henderson Road
Edgetown, North Carolina 27113

May 5, 1997

Mr. Ronald Parks
Human Resources Manager
Blake Industries
300 East Main Street
Edgetown, North Carolina 27114

Dear Mr. Parks:

Introduction ☞

This is my reply to your advertisement for a clerical assistant which appeared in the Sunday Daily News on May 1, 1997. I am graduating from Edgetown High School in June and am available for full time employment at that time.

As the following comparison shows, my experience meets the requirements stated in the advertisement.

Qualifications ☞

Your Requirements	My Qualifications
Knowledge of word processing	Competent in WordPerfect, PFS Write/File; 3.0 GPA in business courses
Ability to work with others	Officer in Future Business Leaders of America (FBLA)
Previous related experience	Summer employment and co-op experience at Daly Financial Services

Ask for Interview ☞

I would like to discuss this and my enclosed resume at your earliest convenience. In a few days, I will call you to arrange a suitable time. Thank you for your time and consideration.

Sincerely,

Joyce Daniels

Enclosure

Letter of Application for Summer Internship or Employment

1002 Main Street
Camden, North Carolina 22231
March 17, 1997

Ms. Emily Smith
Personnel Manager
Department of Highway Construction
PO Box 22266
Capital City, North Carolina 27600

Dear Ms. Smith,

Please accept this letter of application for the summer internship program with the Department of Highway Construction. I have received the requirements for this program through Ms. Jones, Industry Education Coordinator at Camden High School.

My qualifications are:

- senior at Holland County Public School System
- accepted Graham College of Engineering
- excellent academic and attendance records
- interested in industrial or civil engineering as a career

Enclosed please find a letter of recommendation from Ms. Clark, Drafting teacher, my high school transcript and the essay you requested. I can be reached at (919) 223-2345 most days after 3:00 pm. I look forward to hearing from you soon.

Sincerely,

Joe Student

Enclosures

Activity 22 Interview Practice Questions

Directions: Write a complete sentence to answer the following questions frequently asked during an interview.

1. What jobs, including summer and part-time, have interested you the most? Why?
2. How have your education and/or employment experiences prepared you for this job?
3. What are your career goals?
4. Where do you see yourself in five years?
5. Can you tell me about yourself and your background?
6. What do you consider your best qualities or strengths?
7. What do you consider your weaknesses?
8. What interests you about this job?
9. Why do you want to work for this company?
10. What did you like and dislike about your last job?
11. Which course(s) did you like best in school?
12. Last month, how many days of work or school did you miss?
13. Why should I hire you for this job?

WHAT EMPLOYERS ARE LOOKING FOR IN AN INTERVIEW

Some questions are asked in almost every typical interview. They include:

- tell me about yourself
- why do you want to work here
- what are your goals

Even when we prepare for these questions, sometime we wonder "Why did they ask that question?" or "What were they really looking for during the interview?" Also note many interviews are now performed as a team. Two or more people will be asking questions. This can cause further difficulty in positioning, eye contact and feeling overwhelmed by the questioning. It may help to focus on the person who is asking the question and not glancing at the other people. Trying to pick up on the reactions of others in the room may distract you from answering the questions with clarity and enthusiasm.

QUESTIONS TO EXPECT AND WHAT THE EMPLOYER EXPECTS

1. Tell me about yourself. Interviewer is breaking the ice and you are setting the tone for the interview. Mention a few personal, job related or education related skills or accomplishments. Samples: " I am a recent graduate of .....school where I played tennis and was a member of the ____club. In school I enjoyed my English and computer classes...I worked in the summer as a lifeguard and assisted the swim team coach." It is not necessary to give too much detail or go back to childhood activities.

2. Why do you want to work here? The interviewer(s) want to know how much you know about their company, including its products and services. This is where the prior research on the company is crucial.

3. What are your career goals? Most of the time, employers are looking for someone to stay in the job for awhile. Therefore, career goals of returning to school, starting your own business or moving to a different location will not be appropriate. They are checking to see if you are really interested in the job or just waiting for the next opportunity. If your career goals fit with the direction the company is moving, then your chances for getting hired have increased. "A career goal is to be the top sales person in xxx amount of time; my immediate goal is to gain more experience in this field and then long term be able to grow as the company grows."

4. Give me an example of..... This can be one of the most difficult questions to prepare for since you have no idea what will be asked. Go to the interview prepared with specific examples of when you used your skills, especially skills in: leadership, stress management, team building, persistence, and problem solving.

Activity 23 a. A Job Interview Checklist

Directions: Use this checklist to prepare for your interview. If you can answer "yes" to all the questions, you are ready. Refer to this list before every job interview.

YES	NO	
____	____	1. I can list five things about myself that makes me a good candidate for this job.
____	____	2. I can discuss in detail each item on my resume or job application.
____	____	3. I can list the skills or experience that qualifies me for this job.
____	____	4. I have the training or education that qualifies me for this job.
____	____	5. I have hobbies or activities that might help me qualify for this job.
____	____	6. I can write down my employment history with accurate names, addresses, and dates for each job (if applicable).
____	____	7. If I am asked for personal references, I have the names and telephone numbers of three individuals who have agreed to be my references.
____	____	8. I have documents needed for the interview, such as social security card or driver's license.
____	____	9. I am dressed properly for the job I am applying for.
____	____	10. I have directions and have made transportation arrangements so I can get to the interview on time.
____	____	11. I have prepared some questions to ask the interviewer.

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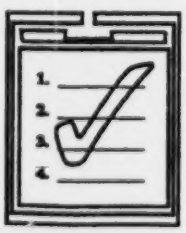


Source: The Jobseeker, Helping NY Work

PRACTICE INTERVIEW EVALUATION

Did the applicant...	Needs to improve	Good	GREAT!
-smile?			
-introduce self?			
-shake hands?			
-use employer's name?			
-have good eye contact?			
-appear neat and clean?			
-respond well to questions?			
-exhibit enthusiasm about working?			
-appear to have a positive attitude?			
OVERALL COMMENTS:			

Did the applicant...	Needs to improve	Good	GREAT!
-smile?			
-introduce self?			
-shake hands?			
-use employer's name?			
-have good eye contact?			
-appear neat and clean?			
-respond well to questions?			
-exhibit enthusiasm about working?			
-appear to have a positive attitude?			
OVERALL COMMENTS:			

Activity 24. Follow Up Procedure

Often your chances of employment can be increased by making another contact with the employer. This can be done by a telephone call or a thank-you letter. The thank-you letter is often the most common follow up method.

FOLLOW UP LETTER: "Out of Sight - Out of Mind"

A thank-you letter may be typed **OR** neatly handwritten on personal stationary.

The letter should be written soon after the company or job fair interview, the next day is best!

The letter should state your continued interest in the job and your appreciation of their time spent with you during the interview.

Directions: Write a thank-you note to an employer similar to the sample below.

AFTER COMPANY INTERVIEW	AFTER JOB FAIR INTERVIEW
6200 Waverly Street Burlington, NC 27215 November 30, 1997 Mr. Mark J. Raynard General Manager Johnson Electronics, Inc. 230 Washington Avenue Greensboro, NC 27408 Dear Mr. Raynard, Thank you for considering me for the position of electronics technician with your company. I am very impressed with your company and the enthusiasm that your employees have about their jobs. If you need additional information, please contact me. Thank you again for your time and interest in me. I look forward to hearing from you. Sincerely, Mark Anderson	1234 Main Street Littletown, NC 27676 May 21, 1997 Ms. Betty Springs State Banking Services Wayne, North Carolina 27611 Dear Ms. Springs, Thank you for participating in our job fair, Workforce '97, this week. I was pleased to be able to interview with you and learn more about the opportunities in the banking industry. As you have requested, I will call you next week to set an appointment for another interview. If you need any further information before then, I can be reached at 556-2415. Thank you once again. I look forward to talking with you further. Sincerely, Jane Student

NETWORKING

Ask a group of people how they found their last job and the majority of the replies will be-"I knew someone....". Networking is the process of talking to people to obtain information about the marketplace and broaden your circle of contacts and acquaintances. Networking has developed into a fine art of exploration. If you do not know someone that can assist you in your job search, you may still apply this technique. Networking includes finding people who are willing to share information about their occupation, industry, company and community contacts to assist you. As you develop your job search network start with people you know and ask them for their business and personal acquaintances who can assist you in seeking information.

Tips for students:

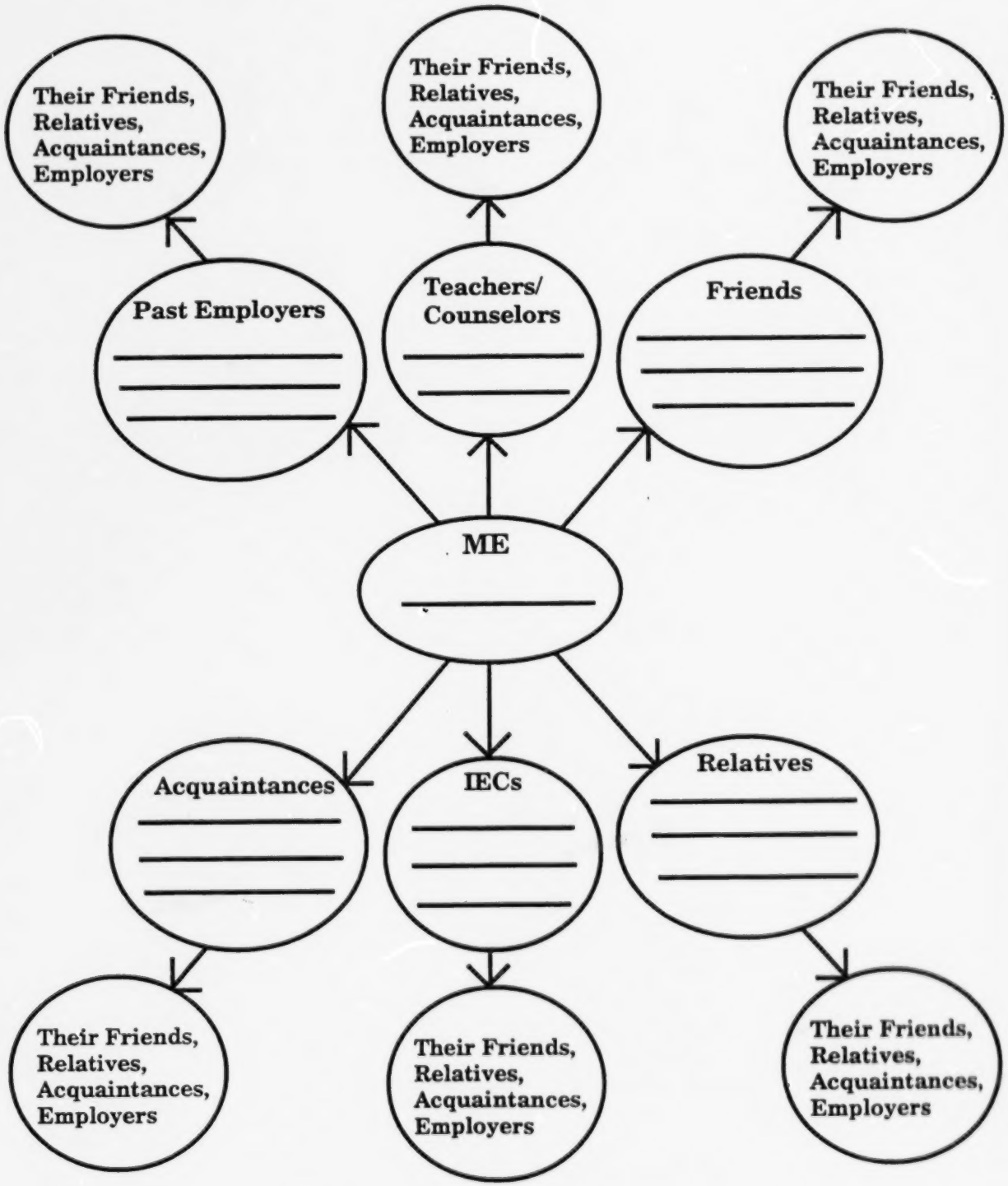
- Let people know you are available for work- do not ask for a position directly- ask for information.
- Networking will help you discover the hidden job market- jobs that are never advertised.
- Effective networking requires excellent people and communication skills.
- More than 75% of your networking will require listening for information and follow through on suggestions.
- Networking builds your self confidence and self assurance.
- Be prepared for each networking call or interview. Sell your skills, knowledge and excitement of finding new employment.
- Get at least two names or places for further information. Be sure to follow up on these leads.

Networking steps:

1. Identify your network- list names of everyone you know
2. Select the ones who can help you the most and the ones you are most comfortable calling.
3. Call!!!!- Prepare a script, and start the process.
4. Keep records of everyone you called and write thank you notes to everyone who assisted you.
5. Put the leads you received on the networking list and contact them.

Activity 25. Networking Map

Directions: Fill in the circles with names of friends, acquaintances and past employers in appropriate places. Start in the center with "ME".



Activity 26. Telephone Script for Networking Contact.

Directions: Prepare a script for a networking call using the steps below.

It is very important to prepare for each telephone networking call. Prepare a script and practice it a few times prior to your actual phone call. This will ease your anxiety and increase your comfort level in talking to a variety of people. Some suggestions follow.

STEP 1. Prepare a 2 minute commercial about yourself. It should contain the following highlights:

- Your name- who you are
- Your career goal- occupational area you are interested in pursuing
- Your current situation- seeking employment, recent graduate in (state the program or certification)
- Your strengths, qualifications, special skills- I am very good with details, customer service, etc.

Practice this with family and friends.

STEP 2. Make the phone call. Stand up- your voice will carry stronger. Let the person know immediately who referred you to him/her. Use all positive words, such as "I hope this is a good time", **Not** "is this a bad time, are you too busy".

Example: Mr. Turner, Jim Johnson with Federal Bank & Trust suggested that I call you. I hope I am reaching you at a **good** time. I have recently finished training and updating my skill through the community college programs in data entry, accounting software, and various other computer programs. I am looking for a full time job and could use some **ADVICE** in my job search.

STEP 3. Ask for an appointment. More will be gained if you can get a face to face networking interview.

Example: May I have about 20 minutes of your time later this week at your convenience? I would really appreciate it.

STEP 4. At the interview be sure you have prepared questions for the person. Be able to state your skills and abilities and ask for names of people or companies that could use a person like you. Ask if he/she knows of any new industry, or an existing industry that is expanding and needing additional workers. Show the person your resume and ask his/her advice on the resume.

STEP 5. Thank the person at the end of the interview and also send a written thank-you note. Keep the person informed about any new possibilities and prospects in your job search.

Activity 27. Reading the Classified (Want) Ads in a Newspaper

Directions: Match the following abbreviations with the correct word it represents.

ABBREVIATION	WORD
1. appt.	___ a. words per minute
2. w/	___ b. temporary
3. p/t or PT	___ c. required
4. avail	___ d. preferred
5. nego	___ e. part-time
6. temp	___ f. negotiable
7. med	___ g. manufacturing
8. ben or bene	___ h. high school graduate
9. wpm	___ i. experience
10. hs grad	___ j. Equal Opportunity Employer
11. ass't	___ k. benefits
12. sal	___ l. assistant
13. req	___ m. appointment
14. pref	___ n. company
15. EOE	___ o. excellent
16. co	___ p. hours
17. exp	___ q. medical
18. hrs.	___ r. morning/afternoon/evening
19. mfg	___ s. office
20. exc	___ t. position
21. pos	___ u. available
22. morn/aft/eve	___ v. salary
23. ofc	___ w. with
24. ref	___ x. references

READING CLASSIFIED ADS

A careful reading of classified ads will help you focus on the jobs you want as well as the jobs for which you have the best chance to be hired. Below are two classified ads. Read the ads and then answer the questions about them.

#1- TYPIST (5) Immediate work. Needed 6 weeks for project near downtown area, 45 wpm, Exc hourly wages. Call Don 372-0010

#2- Reception- typing law firm, Pleasant bright person, must enjoy public contact. Excellent telephone skills and good eye for detail. Exp. preferred. Call 275-0400

1. Which ad is looking for more than one person?_____
2. If you were looking for a long term position, which job would you **not** apply for?____
3. Which job requires experience?____
4. Which job specifies typing requirement?_____
5. Which job is more suited for an outgoing extroverted type of person? _____

Activity 28. Sample Employment Application

Directions: Read the application tips in Career Choices. Fill out the application below according to the tips given in the article.

Application for Employment

Social Security Number _____ - _____ - _____

Name: | Phone Number:

Address:

Referred By:

Employment Desired

Position	Date You Can Start	Salary Desired

Education

	Name and Location of School	Circle Years Completed	Did You Graduate?	Degree(s), Major/Subject	Date
High School		1 2 3 4	☐ Yes ☐ No		
College or Business School		1 2 3 4	☐ Yes ☐ No		

Special skills or courses taken:

Previous Employers (starting with most recent employment)

Current or Last Employer		Supervisor
Address		Phone No.
From (Month, Year)	To (Month, Year)	Ending Salary $
Job Duties:		

Employer		Supervisor
Address		Phone No.
From (Month, Year)	To (Month, Year)	Ending Salary $
Job Duties:		

Employer		Supervisor
Address		Phone No.
From (Month, Year)	To (Month, Year)	Ending Salary $
Job Duties:		

References

Name	Address	Phone No.	Years Known

The statements above are true to the best of my knowledge. I understand false information given on this form could be cause for dismissal.

Date _____ Signature _____

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USING THE INTERNET IN YOUR JOB SEARCH

WHY?

- There are hundred of jobs "out there" that may or may not be listed elsewhere.
- Increases your "network" of people willing to give you leads and advise in your job search.
- Ability to send your resume electronically - saves time, postage, etc.
- Ability to research potential employers and companies to be better prepared for interviews.

HOW?

Besides the obvious computer, modem and telephone line, you will need to invest in a communications software package. Your communications software must provide terminal emulation which permits your home computer to act as a terminal on the computer system you are connected to. The most commonly used terminal emulation is known as VT-100, the standard for computer to computer communications.

WHAT'S NEXT?

Now you must get connected to the Internet. There are several ways: commercial on-line services, freenets and bulletin boards.

Commercial on-line services- charge a monthly fee and can provide you with a wealth of information, including news and financial data, bulletin boards, electronic mail and job vacancy announcements. Some will give you access to subscribers on other networks and on the internet. Some popular commercial on-line services include: Prodigy, CompuServe, NovaLink, America Online, Netcom.

Freenets- are funded and operated by individuals and volunteers. As members of the National Public Telecomputing Network (NPTN), an organization working to make computer network services as freely available as libraries.

Bulletin Board Systems- most BBSs are small operation that provide a low cost alternative to the national on-line services. There are an estimated 50,000 to 100,000 public dial up bulletin board systems in North America today. Some BBSs are free, some suggest donations and others charge a fee.

Like all new technology, job search through the internet offers more accessibility, and an increased speed of information.. The internet can be an advantage to the computer literate job seeker. However, the same job search process of assessing your strengths, researching your targeted market and proper interview techniques apply whether you are conversing over the internet or in person. The internet can be a useful tool in getting to career information and job listings quickly.

from: Using the Internet in Your Job Search, F. Jandt & M. Nemnich, JIST, 1995

JOB SEARCH ON THE INTERNET

Many sites offer job listings, career information and resume tips. Keep in mind that addresses change, so be flexible as you explore.

Career Mosiac **www.careermosaic.com**
Job listings, employer files, on line job fairs, job hunting and resume tips.

Career Magazine **www.careermag.com**
Job listings, employer profiles, news articles, discussion groups.

ESPAN **www.espan.com**
Job listings, resume postings, career fairs, salary guides, related articles.

Online Career Center **www.occ.com/occ**
Job and resume resources maintained by a non-profit employer association.

The Monster Board **www.monster.com**
Job listings of over 48,000 jobs in all fields, accepts resumes and applications.

Career Path **www.careerpath.com**
Jobs listings from six city newspapers: The Boston Globe, Chicago Tribune, Los Angeles Times, San Jose Mercury Nes, Washington Post.

America 's Job Bank **www.ajb.dni.us/ajb/**
Links state employment offices all over the United States.

MedSearch America **www.medsearch.com**
Focuses on the health care industry. Contains detailed employer profiles, job listings, resume postings, industry and career resources.

NC Employment Security Commission **www.esc.state.nc.us**
Applications for state jobs are available here on line.

NC State Government **www.sips.state.nc.us**

For more web sites on the internet, see the "Additional Resources" section of the User's Guide.

KEEPING A JOB

Studies of success in the workplace have shown that lack of ability to do a job accounts for only 15% of all firings and dismissals. Among the common reasons for firing a worker are:

- too frequent absence from work
- habitual lateness
- unable to get along with fellow workers
- dishonesty
- unreliability

Employers expect the following:

- *Do your work well.* Your supervisor may like you, but if your work is continually unsatisfactory, sooner or later you will be demoted or asked to leave the company.
- *Show interest in your work.* Employers will keep and support employees who show a real interest in what they do. Let your employer know that you are there for more than the pay check.
- *Be prompt and on the job .* Employers depend on you being there when are scheduled to work. Your absence or lateness causes a decrease in productivity or having to make alternative arrangements. If you cannot be at work when scheduled, call immediately.
- *Be open to suggestions for improvement.* Your supervisor and other employees can assist you in learning your job quickly and learning new skills. Take criticism in the positive manner it was presented.

Getting along with co-workers is very important and an asset to keeping a job. You are expected to show good judgment in your work relationships and also with the public you come in contact with on the job. You are expected to handle emergencies and to make decisions. By taking initiative and by showing that you can be trusted to do a job that needs to be done, even if it is not necessarily your job, you show that you are ready for greater responsibility.

NEGOTIATION SKILLS

The workplace of today is streamlined. Less people are producing more goods and services than before. Also, input from all employees regardless of their position is considered part of a company's decision making process. This calls for increased attention to an individual employee's problem solving, interpersonal, communication and negotiating skills. You may not always get your way, but good negotiations bring the best results for the company. Be part of a "win-win" organization.

Your negotiation skills may have already been in use during the offer and acceptance part of getting your new job. You may have negotiated your employment start date, your working hours, or a menu of benefit plans. Negotiating is used in various places in and out of the workplace.

The following situations are often negotiable:

- Purchase price of a car
- Where to have lunch, dinner
- Selecting a Realtor to assist in finding a place to live
- Employee transfer date
- Project deadlines
- Vacation time including when vacations can be taken

LIST OTHER NEGOTIATING SITUATIONS IN WHICH YOU FIND YOURSELF AT THIS TIME:

_____

_____

_____

_____

Following is a brief summary of the six steps common to each negotiations. Keep these in mind before you start your next negotiation.

1. Plan to know the people involved in the situation. Keep the interaction friendly, relaxed and businesslike.
2. Share goals and objectives with the other party. Listen to their goals and objective. Have no hidden agendas.
3. Study all issues before the negotiations begin. Anticipate issues of concern for the other party and have prepared anticipated answers.
4. Identify immediate areas of disagreement or conflict.
5. Reassess position to determine level of compromise.
6. Affirm agreement goals to leave no room for misunderstanding. Mutual agreement is the ultimate objective.

V

ADDITIONAL RESOURCES

PARENTS

AS

PARTNERS

USING *CAREER CHOICES* WITH PARENTS

Who most influenced you in your career decisions? Most people answer, "my parents." Second response is usually a teacher, professor, or counselor at the secondary or post secondary level. *Career Choices in North Carolina* and the *User's Guide* can provide pertinent information for parents through schools or agencies. Information presented can be formatted into:

- A workshop
- Newsletter
- Article in a PTA Newsletter
- Open House- Career Center or Guidance Center displays

In order to help their children with career decision making, the following parent needs must be met:

1. Parents need to learn the career planning process.
2. Parents need to understand the NEW world of work.
3. Parents need to know where and how to find current, accurate occupational information.
4. Parents need to know the various education and training options available for their children.

All this information is available in *Career Choices* and the *User's Guide*. Feel free to duplicate, cut & paste, or re-format the information in the best way to reach the parents at your school. Parents are your partners in career planning.

Parents have a significant influence in their children's career decision making. This is due to their constant watch over their children's developing years. They can see their school achievements and their extra curricular activities in school, church and community. Over the twelve years a child is in school, the parents can reinforce the career development program that is in place in the school system. The following questions may assist parents as they assess their child's career development need and goals. Feel free to add to the list for your particular school or school system.

Questions for Parents:

1. Does you child's school have a career portfolio or career development plan for your child?
2. Is your child following a sequential course of study?
3. Do you know the requirements for admission in the colleges or universities your child is considering?
4. Have you visited college campuses, viewed college videos with your child?
5. Is your child's career goal realistic in terms of his/her aptitudes, interests and personality?

6. Does the family have the financial resources necessary for the training/education required to meet the child's career and education goals?
7. What career assessments has your child taken? What careers do the results suggest? From what you know about your child's interests, abilities, and personality, are you in agreement with the results?
8. Have you visited the school's library, career center or public library to get information about careers?
9. Do you know where scholarship information is published at your child's school and how you or your child can access the information?
10. Have you taken your child to work or exposed her/him to various careers through other community programs?

Suggestions for Parents:

- Help build a positive self concept
- Become aware of their interests, abilities, and personality
- Remember your child will probably change jobs six to eight times in their life time
- Explore various occupations with your child
- Get involved with your child's education
- Encourage experiential learning (internship, co-op) at the appropriate time
- Discuss your occupation and other occupations with your child
- Find additional resources
- Attempt to eliminate sex bias from your child's perceptions of careers
- Take time to TALK and LISTEN to each other.

ALWAYS REMEMBER: It is their decision. Parents are a valuable resource on their road to a happy and productive career!

Additional resources for parents:

Helping Your Child Choose a Career: A Book for Parents, Teachers, Counselors and (Even) Students by Luther Otto, PhD. 1996- Jist Works

The Parent's Crash Course in Career Planning: Helping Your College Students Succeed by Marcia Harris & Sharon Jones. 1996 VGM, Career Horizons

DEVELOPMENT TRAITS	CAREER NEEDS	PARENT INVOLVEMENT
Prekindergarten-3rd Grade:		
☐Needs and seeks attention and praise. ☐Has boundless energy. ☐Considers fantasy as reality. ☐Needs confidence building. ☐Shows a variety of tension releasing behaviors.	☐Distinguish between work and play. ☐Identify different types of work. ☐Experience different types of work activities. ☐Describe how decisions are made. ☐Demonstrate a positive attitude. ☐Identify personal feelings.	☐Listen and encourage. ☐Encourage involvement in a variety of sports/hobbies. ☐Positively reinforce child for completing chores. ☐Praise efforts toward work as well as accomplishments. ☐Show an interest and stress importance of school. ☐Give toys that promote role playing. ☐Make decisions with -not for your children.
4th Grade-6th Grade:		
☐Is more independent. ☐Feels that belonging to a group and friends are important. ☐Can assume more responsibility. ☐Has a surprising scope of interests. ☐Can think on own, but is influenced by others.	☐Identify personal interests, abilities, strengths, and weaknesses. ☐Describe how to work at home and/or school relates to jobs in community. ☐Describe how work is important and attainable to all people. ☐Describe how personal beliefs and values effect decision making.	☐Encourage good work habits at home. ☐Gradually add responsibilities. Effort/ experience are more important than quality. ☐Avoid assigning jobs at home by sex to avoid stereotyping. ☐Show various workers in your community. ☐Participate in the school's career education program. ☐Listen as your child makes decisions. ☐Keep in mind peer pressure.
7th Grade - 8th Grade:		
☐Is undergoing dramatic physical changes. ☐Is sensitive and has a need for approval. ☐Tries to build a unique identity apart from parent's influence. ☐Wants more independence. ☐Is curious but not ready for planning. ☐Expresses feelings more openly.	☐Demonstrate effective skills in working with others. ☐Show an appreciation for the similarities and differences among people. ☐Identify strategies for managing personal finances. ☐Describe skills needed in a variety of occupations. ☐Demonstrate skills needed to obtain and keep a job.	☐Discuss your child's skills, interests, abilities, and goals to help plan for the future. ☐Encourage participation in service-oriented activities in the community. ☐Help children meet a variety of workers by arranging job observa tions, field trips, or personal interviews. ☐Use guided money management and allow your child to make economic choices. ☐Allow children to work part-time outside the home.
High School:		
☐Develops a sense of self-identity. ☐Begins a more prominent and realistic work/career search. ☐Develops a concern about social issues. ☐Matures sexually with physical and emotional changes. ☐Increases independence.	☐Understand how individual personality, abilities, and interests relate to career goals. ☐Understand how education relates to college majors, further training and/or entry into the job market. ☐Demonstrate transferable skills that can apply to a variety of occupations and changing work requirements. ☐Be able to use a wide variety of career information resources. ☐Show responsible decision making.	☐Help your child make independent decisions. ☐Encourage exploration of all kinds of post secondary education opportunities. ☐Involve yourself in your child's future planning. ☐Give certain economic responsibilities. ☐Encourage job awareness. ☐Be flexible as the decision-making process evolves. It takes patience and numerous modifications.

BEST COPY AVAILABLE

Source: American School Counselor Association

Career and Job Information Resources on the Internet (free)

Sources of Job Information	Internet Address	Description
100 Hot Jobs	http://www.100hot.com/jobs	The Web's Most popular jobs and career sites
America's Job Bank	http://www.ajb.dni.us	Links also to America's Talent Bank and Career Info Net
Career City	http://www.careercity.com	Professional/Technical job listings
Career Magazine	http://www.carermag.com	Career magazine with internet site connections
Career Mosaic	http://www.careermosaic.com	Up-to-date career information
Career Net	http://www.careers.org	Online career resource center
Career Path	http://www.careerpath.com	Search a listing of jobs from newspapers and web sites
Career-nSite	http://www.career-nsite.com	Connections to 10 "jobs available" databases
Edgar Stern @ NYU	http://edgar.stern.nyu.edu	Research businesses
ERISS (San Diego based)	http://www.eriss.com	Detailed information on surveyed occupations
E-Span	http://www.espan.com	Locate the right job
JobBank USA	http://www.jobbankusa.com	Provides employment and resume information
JOBTRAK	http://www.jobtrak.com	Partnership with 750 college career centers
Monster Board	http://www.monster.com	Provides job search tools
My Future	http://www.myfuture.com	High school career assistance
Online Career Center	http://www.occ.com	Comprensive career center
SummerJobs	http://www.summerjobs.com	World-wide listing of summer jobs
Yahoo Classifieds	http://classifieds.yahoo.com	Search classifieds locally or nationally
Job Clearinghouses		
Career Paradise	http://www.emory.edu/CAREER/index.html	Imaginative and colorful Web site
Career Resources Homepage	http://www.rpi.edu/dept/cdc/homepage.html	Meta-index of internet career resources
The Catapult	http://www.jobweb.org/catapult/catapult/htm	Springboard to career and job-related sites
Creative Job Search	http://mn.jobsearch.org	Emphasizes job application skills
Job Hunt	http://www.job-hunt.org	Meta-list of online job search resources
JobSmart	http://www.jobsmart.org	Job search tips and leads
The Riley Guide	http://www.dbm.com/jobguide	Comprehensive clearninghouse
What Color is Your Parachute?	http://www.washingtonpost.com/parachute	Richard Bolles' best-seller
State Government Resources		
Assoc. of Independent Colleges & Univ.	http://www.nccihe.org/	Provides access to private colleges and info
NC Community College System	http://www.bull.ncdcc.cc.nc.us	Provides access to college and system information
NC Department of Commerce	http://www.commerce.state.nc.us	Workforce and economic development
NC Department of Public Instruction	http://www.dpi.state.nc.us	Public school information
NC Division Employment & Training	http://www.jtpa.state.nc.us	JTPA programs and links to local sites
NC Employment Security	http://www.esc.state.nc.us	Provides job listings and applications
NC Job Link (One-Stop Centers)	http://www.joblink.state.nc.us	Access to job link sites

V-4

Career and Job Information Resources on the Internet (free)

State Government Resources (cont.)

NC Office of Personnel	http://osp.state.nc.us/OSP	North Carolina government jobs
NC SOICC	http://soicc.state.nc.us/soicc/	Career and planning information
University of North Carolina	http://www.ga.unc.edu	Provides access to each university

School to Work Internet Resources

ASCD InfoBrief on STW	gopher://odie.ascd.org:70/00/issues/info	ASCD's Current Status of STW
California School-to-Career	http://www.stc.cahwnet.gov:80	California initiatives
Florida STW - Tech Prep	http://www.fsu.edu/~fistwtp/fl-stwtp.html	Features a searchable database
New York School-to-Work	http://www.nysed.gov/workforce	New York initiatives
North Carolina School-to-Career	http://www.jobready.state.nc.us	
Ohio School-to-Work Program	http://www.ohio.stw.com	Ohio initiatives
Oregon Regional To Work Areas	http://www.greatideas-stw.org	Oregon initiatives
School-to-Work Gateway	http://www.stw.ed.gov	Primary source for STW information
SWITP WWW Home Page	http://www.sna.com/switp	
Vermont School-to-Work	http://www.state.vt.us/educ/doc	Vermont initiatives

Internet Resources for Counselors

About Work	http://www.aboutwork.com	Student center for career exploration
American Counseling Assoc	http://www.counseling.org	Up to date counseling information
American Vocational Assoc	http://www.avaonline.org	Professional organization information
American Psychological Assoc	http://www.apa.org	Professional organization information
Amer. Soc. Of Association Exec	http://www.asaenet.org.	Professional organization information
CACREP	http://www.us.edu/~wilson/cacrepr/index.ht	Accreditation information
Center for Occupational R&D	http://www.cord.org	Features curriculum development
Chronicle of Higher Education	http://www.chronicle.com	News and information for higher education
College View	http://www.collegeview.com	College information
CounselorNet Gopher Menu	gopher://gopher.plattsburgh.edu:70/11/.cnedtdir	
Counselor's Information Central	http://www.daoes.tec.il.us/counselor.hmtl	Targeted at high school guidance
Educational Resource InfoCenter	http://www.aspensys.com/eric	Educational literature resources
ERIC Counseling	http://www..uncg.edu/-ericcas2	Counseling digests and publications
Financial Aid	http://www.ed.gov/inits/stm/finaid.html	Financial aid assistance
FAFSA	http://www.fafsa.ed.gov	Free Application for Federal Student Aid
Hot Mail	http://www.hotmail	Free E-mail addresses
ICESA	http://www.icesa.org	Interstate Conference of ESC
Military Careers	http://www.militarycareers.com	Military careers
National Assoc. of School Psych	http://www.uncg.edu/~ericcas2/nasp	NASP information

Career and Job Information Resources on the Internet (free)

Internet Resources for Counselors (cont.)

National Career Dev Assoc	http://www.ncda.org	Professional organization information
NC Counseling Association	http://www.greensboro.com/ncca	State Association News
The Schoolhouse Project	http://www.nwrel.org/school_house/Office/Counselor/Counselro.html	

Other Resources

National Alliance of Business	http://www.nab.com	Professional organization information
Natl Ocupational Info Comm	http://www.noicc.gov	Labor market information
NAWPD	http://www.work-web.comn/nawdp	National Association of Workforce Development Prof
NCRVE	http://vocserve.berkely.edu	National Center for Research on Vocational Education
O*NET	http://www.onetcenter.org	Occupational information network
Peterson's Education Center	http://www.petersons.com	College and career information
SKILLSNET	http://www.steps.atsi.edu/index.html	Skill standards
Training Technology Resource	http://www.ttrc.doleta.gov	Public employment and training system
US Department of Education	http://www.ed.gov	Education reports
US Department of Labor	http://www.dol.gov	Labor reports

Subscription Service

NC Career Explorer	http://tour.bridges.com	Career development library and services

Add Your Other Sites

ADDITIONAL RESOURCES--Publications

(The) American Almanac of Jobs and Salaries. John Wright (Avon). 1996. Known for its focus on salaries, benefits, and future career prospects for each Career field.

Building a Quality Workforce (US Government Printing Office, 1991). Suggests that business and schools need to work together to help entry level workers to be better prepared for employment. Give examples of community partnerships which have been successful.

Cambridge Job Search Guide (Piney Mountain Press, 1992). This book is divided into three sections: Developing a Plan of Action, Investigating Where Jobs Are, and Succeeding in the Interview. It offers proven techniques, identifies marketable skills, using networking, etc. Appendices include Interest/Skill Self-Assessment, Resume and Letter Samples, Performance Phrase Checklist and Work Sheet, Job Search Contact Sheets, and a Job Search Planning Guide.

Career Choices (Lakeshore Learning Materials). Who am I? What do I want? How do I get it? The 3-step Career Development Process helps students answer all three steps so they can define and work toward their career goals. Thought provoking text combined with exercises that foster self-awareness, identify strengths, skills and interests. Student books with Teacher Edition and workbooks.

Career Guide to Industries (US Government Printing Office, 1994). Developed as a companion book to the OOH, it discusses careers from an industry perspective for each of the 40 diverse industries. It provides information on working conditions, training, outlook, wages and other facets of industrial employment.

Career Choices: A Guide for Teens and Young Adults- Who Am I? What do I Want? How do I Get it? Mindy Bingham & Sandy Stryker. (Academic Innovations). 1990. Teens and young adults discover their unique abilities and ambitions in relation to successful careers and lives.

(The) College Major Handbook (CFKR Career Materials, Inc.) The College Major Handbook is a resource book that contains essential information needed for college major decision-making. The Major-Minor-Finder is a survey taken by students to pull together their career and college decision making plans.

(The) Dictionary of Occupational 7 Titles, 4th Edition (Compiled by US Department of Labor Bureau of Labor Statistics and published by the US Government Printing Office and: Opportunities for Learning, Inc., 1991; JIST, The Job Search People, 1992; and CFKR Career Materials, Inc.). A "must" for every well-equipped occupational information center. Recently updated. (If ordering from the Government Printing Office, you must include payment with order. The three commercial publishers listed will accept purchase orders.)

Do What You Are: Discover the Perfect Career for You Through the Secrets of Personality Type. Paul and Barbara Tieger. (Little, Brown) 1995. Readers determine their true personality type through a self analysis. It offers specific career strategies on the strength of each type.

Encyclopedia of Careers and Vocational Guidance. 8th Edition, 2,200 pages and 1,000 illustrations in four volumes (Orchard House, Inc.). One of the most complete and compact sets of up-to-date occupational information that is organized for easy access with indexing and cross-referencing. Outlined like the Occupational Outlook Handbook.

Exploring Careers - A Young Person's Guide to over 300 Jobs. (Compiled by the US Department of Labor Bureau of Labor Statistics, published by Lakeshore Lifeskills, 1993). This book features descriptive job summaries, 462 pages.

Getting Started: North Carolina Jobs and Careers. (NC State Occupational Information Coordinating Committee (NC-SOICC), 1997-2000). An excellent tool in classroom presentations, small groups or one-to-one career counseling. Book is free and classroom and agency copies available through public agencies. Phone (919) 733-6700, for information on ordering.

(The Complete) Guide for Occupational Exploration (CGOE). (Compiled by the US Department of Labor). This 1994 JIST edition includes all 20,000 plus titles listed in the new Dictionary of Occupational Titles and the information is organized and designed with job seekers in mind. This book is more extensive than the enhanced GOE (EGOE).

(The Enhanced) Guide for Occupational Exploration. (JIST: The Job Search People, 1991). The EGOE organizes job titles into major interest groups, work groups, and subgroups and includes the descriptions of basic duties and responsibilities for the 2,500 most important jobs that represent "access points" into the labor market.

(The) Gorman Report-Undergraduate: A Rating of Undergraduate Programs in American and International Universities. Ninth Edition. (National Education Standards). 1996. Reports the top undergraduate programs in more than 150 separate fields.

Hidden Job Market 1997: 2,000 Fast Growing High-Technology Companies That are Hiring Now. Sixth Edition. (Peterson's). 1996. Profiles 2,000 companies that added the most new employees to their payrolls in the past year.

High Impact Resumes and Letters. 3rd Edition (Impact Publications, 1993). Thirteen well-conceived chapters debunk resume myths and include necessary forms for producing and evaluating each resume section. The book promotes the larger career planning process of skills, objectives, research, networking, interviews, and negotiations, 363 pages.

Hook up, Get Hired! Joyce Laine Kennedy.(1995). Complete job-search book that advises the reader- whether a computer novice or an expert-on how to find current job posting on line; how to post a resume, how to electronically research a company and how to network with others who share your interest.

(The) Janus Employability Skills Program. (Fearon/Janus Education, 1993). Consists of seven books especially designed for students with special needs. Teacher Guide and Resource book also available.

Jobs Rated Almanac: Third Edition. Les Krantz. (Wiley). 1995. Ranks 250 jobs by more than a dozen vital factors, including salary, stress, benefits, and more.

Joyce Lain Kennedy's Career Book. 2nd Edition, (JIST - The Job Search People,1992). The updated 2nd edition contains job-market trends, pay scales, career outlooks, educational options, college assessments, job-hunting tips, advice for minority students and information for people with disabilities. Self-evaluation tests and references point the way to more information in various fields, 480 pages.

Network Your Way to Jobs and Career Success. Ronald L. Kramnish, Ph.D., Caryl Rae Kramnish, Ph.D. (Impact Publications). Two leading employment experts provide practical guidance on how to organize effective job networks that lead to job interview and offers.

Occupational Outlook Handbook. (Superintendent of Documents, US Government Printing Office, 1996-97). The primary source for reliable occupational information since 1940. This handbook is updated every two years with a new edition. Orders to Government Printing Office must include payment. *Occupational Outlook Handbook* can be ordered (for a little less) from Careers, Largo, FL; and JIST Works on a regular school purchase order.

Succeeding in the World of Work. 5th Edition. (Glencoe/Macmillan/McGrawHill, 1994). A well-written textbook that provides classroom instruction with real-life applications presented in conversational style that helps students anticipate, understand and succeed in the world of work, 442 pages. Teacher edition text, students activity book, teacher resource binder, and test maker available.

Technical Education That Works for America (National Association of Trade and Technical Schools, 1995). Reference source for determining accreditation of trade and technical schools in every state. Any schooling beyond high school costs quite a bit these days. Accreditation is your assurance that a private career school has met national standards of educational performance which have been established by an impartial, non-government agency.

Technical, Trade, ~ Business School Data Handbook. 4th Edition.(Orchard House, Inc. 1991-93). Reference book that includes all accredited community colleges, public post-secondary vocational schools, and all proprietary vocational schools in the United States that are members of and/or accredited by: Career College Association, American Association of Community and Junior Colleges, Accrediting Bureau of Health Education Schools, National Accrediting Commission of Cosmetology Arts and Sciences, and the National Home Study Council. National Edition/2 volumes; Northeast/Southeast Regional Edition; and Midwest/West Regional Edition.

Young Person's Occupational Outlook Handbook: Descriptions for America's Top 250 Jobs. (Jist Works). 1996. Covers the same 250 jobs as the adult version of the OOH, but written for grades 5 -9.

What Color is Your Parachute? JIST- The Job Search People, 1995). The 1995 edition of Richard Bolles all-time best selling career-changing book. Revised annually, latest book *is shorter and more readable.*

100 Best Careers for the 21st Century by Shelly Field: A comprehensive guide to 100 of the fastest growing occupations for the 21st century. An expert's list of all the best choices. (1996, Arco)

Careersmarts: Jobs with a Future by Martin Yate; A wealth of practical, fact-based guidance on the most stable and rewarding jobs available in the years ahead.

Real People, Real Jobs: Reflecting Your Interests in the World of Work, by David Montross, *et al.*; Contains separate chapters that introduce job possibilities within John Holland's six major career categories and shows how to match such interests to specific careers.

Job Search 101: Getting Started on Your Career Path by Marcia Fox, Ph.D., et al.; This book is filled with information and advise designed to give first time job searchers the edge for high school through adult audiences.

Knock 'Em Dead 1998: The Ultimate Job Seeker's Handbook by Martin Yate. Features sections on where the jobs are now and where they will be tomorrow, includes great answers to tough interview questions and advice on handling sticky situations.

ADDITIONAL RESOURCES--Publishers

ACT Career Planning Services
Educational Services Division
Post Office Box 168
Iowa City, IA 52243
319-337-1566
404-231-1952

American Guidance Services
4201 Woodland Road
Circle Pines, MN 55014-1796
612-786-5603
800-328-2560
FAX 612-786-4343

American Vocational Association
Department 93C
1410 King Street
Alexandria, VA. 22314
800-826-9972
Ext. 317

Cambridge Job Search
Post Office Box 2153, Department J01
Charleston, WV 25328-2153
800-468-4227

Career Communications, Inc.
6701 West 64th Street
Overland Park, Kansas 66202
800-669-7795

Careers, Inc.
Post Office Box 135
Largo, FL 34649
800-726-0441
813-584-7333

C-F-K-R Career Materials
11860 Kemper Road, Unit 7
Auburn, CA 95603
800-525-5626
FAX 916-889-0433

Chronicle Guidance Publications
66 Aurora Street
Moravia, NY 13118
800-622-7284
315-497-0492

COIN Educational Products
3361 Executive Parkway, Suite 302
Toledo, Ohio 43606
800-274-8515
FAX 419-536-7056

Consulting Psychologists Press, Inc.
Post Office Box 10096
Palo Alto, CA 94306
800-624-1765

Creative Educational Video
Post Office Box 66265
Lubbock, IX 79424-5265
800-922-9965
FAX 800-243-6398

Drake/Beam/Morin, Inc. 100 Park Avenue New York. NY 10017		212-692-7329
EDITS Post Office Box 7234 San Diego, CA 92167		619-488-1666 619-222-1666
Fearon/Janus Education 500 Harbor Boulevard Belmont, CA 94002		800-877-4283 415-592-7810
Glencoe /MacMillan /McGraw-Hill Regional Office - Southeast USA 6510 Jimmy Carter Boulevard Norcross, GA 30071		800-983-3992 404-446-7493
Impact Publications Careers Department 9204-N Manassas Drive Manassas Park, VA 22111	 FAX	703-361-7300 703-335-9486
Job Jargon 1027 Broadway Avenue Bowling Green, KY 42104		800-736-0288
JIST - The Job Search People 720 North Park Avenue Indianapolis, IN 46202-3431		800-648-5478
Lakeshore Learning Materials 2695 East Dominguez Street Carson, CA 90749	 FAX	800-421-5354 310-537-5403
MacMillan New Media 124 Mount Auburn Street Cambridge, Massachusetts 02138	 FAX	800-328-8830 617-661-2955 607-868-7738
NATTS-National Association of Trade and Technical Schools 2251 Wisconsin Avenue, NW Washington, DC 20006		202-333- 1021
NC State Occupational Information Coordinating Committee (NC-SOICC) Post Office Box 25903 Raleigh, NC 27611	 FAX	919-733-6700 919-733-8662

Opportunities for Learning, Inc.
941 Hickory Lane, Dept. XG467
Mansfield, OH 44091 -8103
800-243-7116
419-589-1700

Orchard House, Inc.
46 Love Lane
Concord, Massachusetts 01742
800-423-1303
FAX 508-369-9472

Peterson's Guides
Post Office Box 2123
Princeton, NJ 08543-21230
800-EDU-DATA
609-924-5338

Piney Mountain Press, Inc.
Post Office Box 86
Cleveland, GA 30528
800-255-3127
FAX 706-864-6712

Psychological Assessment Resources, Inc.
Post Office Box 998
Odessa, FL 33556
800-331-TEST

Rick Trow Productions, Inc.
Post Office Box 291
New Hope, PA 18938
800-247-9404
215-862-0900

Smylie Educational Enterprises
Post Office Box 37333
Charlotte, NC 28237
704-366-0019

Southwestern Publishing Company
5101 Madison Road
Cincinnati, OH 45227
800-543-7972

Sunburst Communications, Inc.
Post Office Box 40
Pleasantvllle, NY 10570
800-431-1934

Superintendent of Documents
US Government Printing Office
Department 33 MU
Washington, DC 20402
Note: Payment required with orders.
202-783-3238

TESI - The Educational Specialists, Inc.
Post Office Box 1222
Bonita Springs, FL 33959
800-633-6625

VGM Career Horizons
4255 West Touhy Avenue
Lincolnwood, IL 60646-1975
800-323-4900
708-679-5500
FAX 708-679-2494

Walch J. Weston Publisher
321 Valley Street
Portland, Maine 04104-0658

800-341-6094
FAX 207-772-3105